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ABSTRACT

Part of a Head Start longitudinal study on disadvantaged children and their first school experience, this report provides: 1) a description of interrelationships among certain demographic indices, maternal attitudes, and behaviors reported in the parent interview using factor analytic techniques, and 2) plans for obtaining a reduced set of scores suggested by the results of structural analysis. Considerable variation in responses was evidenced in the data, concurring with other findings of the greater range than had previously been reported in level of stimulation and support offered a child in lower-class homes. The inappropriateness of speaking in terms of a single homogeneous "culture of poverty" is noted. The data suggest the feasibility of using a reduced set of scores from the interview to reflect meaningful differences in resources provided the child. Appendices are provided on parent interview and interviewer instructions, score description, and supplementary tables. (LH)

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DISADVANTAGED CHILDREN AND THEIR FIRST SCHOOL EXPERIENCES

ETS-Head Start Longitudinal Study

Demographic Indexes of Socioeconomic Status and Maternal Behaviors and Attitudes

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Introduction

The ETS-Head Start Longitudinal Study is addressed to two main questions: 1) What are the components of early education that are associated with the cognitive, personal and social development of disadvantaged children? 2) What are the environmental and background variables that moderate these associations; more specifically, what are the processes underlying these influences?

The specific age range chosen for study was the developmental span of approximately 4 through 8 years of age--or from two years prior to entrance into the first grade through completion of third grade. This period is thought to be particularly important because it is a time during which many abilities consolidate and the child makes the social transition from familiar home surroundings to the world of school, peers, and unfamiliar adults. The first data were collected in the spring and summer of 1969 on over 1800 children, the majority falling between the ages of three years nine months (3-9) and four years eight months (4-8). All were scheduled to be enrolled in first grade in the fall of 1971. Data collection on these children and their families, communities and schools is planned to continue through spring of 1974.

A recent report (Shipman, 1971) described interrelationships among certain cognitive, perceptual and personal-social behaviors of the children in the first year of the study as assessed by the initial test battery administered prior to any preschool experience. For these analyses, occupation of head of household and income were used as gross indexes of socioeconomic status. Efforts are being directed toward more fine-grained analyses using indices from the parent interview and mother-child interaction sessions. The present report is a first step in that direction, as it provides 1) a description of interrelationships among certain demographic indices, maternal attitudes, and behaviors reported in the parent interview using factor analytic techniques, and 2) plans for obtaining a reduced set of scores suggested by the results of structural analyses.

Data Collection

Parent interviews were undertaken by the New York City firm of Audits and Surveys (A&S), under subcontract with ETS. A&S' task was first to locate all eligible children within the geographic area being studied and then to complete a 90-minute interview with each child's mother or mother surrogate. An eligible child was one who, on the basis of his birthdate, was expected to enter first grade in the fall of 1971. Following initial piloting of the interview in the metropolitan New York area, a full-scale pilot test of about 10 completed interviews was conducted in each of the four study sites. Three interviewers in each city underwent an extensive briefing in order to conduct the pilot test. All three completed practice interviews and later had the opportunity to discuss their reactions and opinions at a group debriefing session. The debriefing report, supported by tape recordings of the discussions and independent analysis of the pilot-test questionnaires, proved to be extrememly useful in the final revision of both questionnaire and training procedures. For example, greater sensitivity was gained to the differences in meaning attached by city and rural families to questions about their neighborhoods. Thus, community residents actively participated in shaping both the content and procedures of the research done in their communities.

Since changes in the interview were limited to deleting or rewording a few ambiguously worded questions or modifying the format, another pilot testing proved unnecessary. The actual interviewing of eligible mothers or mother substitutes went relatively smoothly and each completed interview was reviewed on a question-by-question basis for consistency, clarity and completeness. Interviewers, all female, were recruited from the local community and, to the extent possible, the race of respondent and interviewer was matched. A&S staff were responsible for both training and supervision, but they worked

in close cooperation with our local coordinators. A more detailed discussion of Year 1 data collection procedures, including how we dealt with the various logistical problems that arose, is provided in ETS Progress Report 70-20 (ETS, 1970). (A copy of the interview and interviewer instructions are presented in Appendix A.)

Sample Characteristics

Four regionally distinct communities were selected which 1) had a sufficient number of children in school and in the Head Start program, 2) appeared feasible for longitudinal study given expressed community and school cooperation and expected mobility rates and 3) offered variation in preschool and primary grade experiences. The study sites finally chosen were Lee County, Alabama; Portland, Oregon; St. Louis, Missouri; and Trenton, New Jersey. Within these communities, elementary school districts with a substantial proportion of the population eligible for Head Start were selected for participation. For the most part, schools in the target districts are located near Head Start centers. It is in these school districts that the longitudinal sample is expected to be enrolled when they reach third grade in the fall of 1973. In each school district an attempt was made to include all children of approximately 3 1/2 to 4 1/2 years of age in the initial testing and data collection of 1969, although some children were excluded from the sample, e.g., children from families whose primary language was not English, and those with severe physical handicaps.

The attempt to gather data on children in the four selected sites was, in general, successful. At least partial data were obtained for a total of 1875 children, 99.6% of the 1882 children originally expected from these four communities (ETS, 1968). However, the distribution of children from site to site was different from our expectations, since we had expected St. Louis and

Trenton to be our largest sites (and we were least successful in enrolling subjects at these two sites), but found more children than we had anticipated in Lee County and Portland (and we were most successful in enrolling subjects at these two sites).

Table 1 presents the percentages of boys and girls classified by race and site about whom we collected at least one unit of information (e.g., parent interview, child test, health record) during the first period of data collection in 1969. In some cases data available for included children are incomplete.

There are some fairly substantial differences in sample size by site; Lee County and Portland have over 500 subjects, whereas Trenton and St. Louis have under 400. Consequently, there is a need for caution in interpreting statistics computed over all subjects since any factors associated with site (such as region of the country, city size, and socioeconomic status) are disproportionately represented.

Racial composition: Racial composition varies strikingly from site to site. The basic numbers are shown in Table 1. The total sample is 62.6% black and 36.4% white, with a few (1.0%) classified as "Other" (i.e., Puerto Rican, American Indian). The proportion of blacks varies sharply from site to site, with nearly 78% of the Trenton sample being black, but only 47% in Lee County. Therefore, general comparisons from site to site will inevitably require consideration of racial differences.

Sex differences: There are small differences in the numbers of boys and girls from site to site. The percentage of boys and of girls is about equal in Trenton and St. Louis, but there is a disproportionately large number of boys in both Lee County and Portland. The composition of the total sample is 53% boys and 47% girls. This difference is sufficient to

Table 1

Percentage of Children in Each Site, Classified by Race and Sex

(Spring 1969: Year 1)

		Boys	Girls	Total %	N
Lee County	Black	27.2	19.9	47.1	279
	White	27.3	25.3	52.6	312
	Other	0.0	0.3	0.3	2
	Total %	54.5	45.5	100.0	
	N	312	270		593
Portland	Black	37.5	27.1	64.6	350
	White	15.3	17.9	33.2	180
	Other	1.1	1.1	2.2	12
	Total %	53.9	46.1	100.0	
	N	292	250		542
St. Louis	Black	34.6	34.3	68.9	243
	White	16.1	14.7	30.8	109
	Other	0.3	0.0	0.3	1
	Total %	51.0	49.0	100.0	
	N	180	173		353
Trenton	Black	39.5	38.2	77.7	301
	White	11.1	10.1	21.2	82
	Other	0.8	0.3	1.1	4
	Total %	51.4	48.6	100.0	
	N	199	188		387
Total	Black	34.1	28.5	62.6	1173
	White	18.4	18.0	36.4	683
	Other	0.5	0.5	1.0	19
	Total %	53.0	47.0	100.0	
	N	994	881		1875

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warrant care in making general comparisons of Lee County and Portland with Trenton and St. Louis, but it does not appear as serious as confounding on some of the other variables.

Preschool attendance: Table 2 presents a percentage summary of attendance in Head Start and other preschool programs, classified by race and site. It should be noted that Head Start was not available to Lee County children until their kindergarten year.

The children are divided into three groups. The first group consists of children who attended Head Start during 1969-70 in Portland, Trenton, and St. Louis and during 1970-71 in Lee County. This information was obtained from Head Start registers in the communities. The second group, other preschool (PS), consists of children who are known to have attended other preschool or nursery programs during 1969-70 in Portland, Trenton, and St. Louis and during 1970-71 in Lee County. Children who were not on Head Start or other preschool lists are in the "no known" category; it is likely that many of these children attended neither Head Start nor other preschool programs, but this category also includes children who may have moved out of the community and were enrolled in Head Start elsewhere or those who were enrolled in Head Start outside the general area. As the children in the "no known" category are followed up, they may be reassigned to the Head Start or other preschool categories; numbers for the latter categories should, therefore, be considered minimum estimates.

Across the three urban sites 38.6% of the children attended Head Start. In Lee County 41.6% attended Head Start. However, we note that the number of children in the Head Start category at the individual site ranges from 32.3% to 41.6% and the number in the preschool category ranges from 3.4% to 19%. As can be seen in Table 2, there are substantial interactions between race and Head Start

Table 2

Percentage* of Children Who Attended Head Start (HS) and Other Preschool (PS) Programs Classified by Race and Site (Initial Sample)

		Black	White	Other	Total %	N
Lee County	HS	39.1	2.5	0.0	41.6	247
	PS	1.3	17.4	0.3	19.0	113
	No Known	6.6	32.7	0.0	39.3	233
	Total %	47.0	52.6	0.3	99.9	
	N	279	312	2		593
Portland	HS	33.2	6.5	0.7	40.4	219
	PS	7.9	5.7	0.0	13.6	74
	No Known	23.4	21.0	1.5	45.9	249
	Total %	64.5	33.2	2.2	99.9	
	N	350	180	12		542
St. Louis	HS	26.1	11.3	0.3	37.7	133
	PS	3.1	0.3	0.0	3.4	12
	No Known	39.7	19.3	0.0	59.0	208
	Total %	68.9	30.9	0.3	100.1	
	N	243	109	1		353
Trenton	HS	30.7	1.6	0.0	32.3	125
	PS	11.9	2.3	0.0	14.2	55
	No Known	35.1	17.3	1.0	53.4	207
	Total %	77.7	21.2	1.0	99.9	
	N	301	82	4		387
Total	HS	33.2	5.1	0.3	38.6	724
	PS	5.8	7.7	0.1	13.6	254
	No Known	23.6	23.6	0.6	47.8	897
	Total %	62.6	36.4	1.0	100.0	
	N	1173	683	19		1875

attendance which vary from site to site; this may, perhaps, make Head Start children incomparable to other children at the different sites.

Summary of Sample Characteristics

The basic information discussed so far concerning site, race, sex, and preschool attendance differences may be summarized as follows:

1. The number of subjects at different sites varies, with Lee County and Portland together constituting about 60% of the sample.
2. The sample is 62% black.
3. Boys make up 53% of the sample, girls 47%.
4. For the three sites in which children had the opportunity to attend Head Start in Year 2 of the study, 37% of the sample attended Head Start, 11% attended other preschool programs, and 52% had no known attendance in Head Start or other preschool programs. In Lee County, where Head Start is a kindergarten level program, 42% of the initial sample attended Head Start, 19% attended other preschool programs, and 39% had no known attendance in Head Start or other kindergarten programs.

While the above facts are useful for summary descriptive purposes, they represent a simplistic generalization about the sample. That is, there are substantial interactions between certain classification variables--as well as between classification variables and socioeconomic status--which must be kept in mind in interpreting any findings. The first confounding interaction is between race and Head Start attendance. In this sample, a substantially greater number of black children than of white children attended Head Start. While this varies from site to site, in the combined sample, 86% of the children who attended Head Start were black. It should be noted that our sample thus differs from Head Start population statistics. According to the Bureau of Census sampling

of 5% of the children attending a full-year Head Start program in 1969, 52.6% were black.

Socioeconomic status is also confounded with race. Thus, although the fathers of both blacks and whites tend to be in blue-collar positions, a disproportionately large number of blacks are so classified (7 blue-collar to 1 not blue-collar for blacks vs. 10 to 9 for whites). The parents of white children, in general, have also had more schooling than the parents of black children (by about a half to five full years more), except in St. Louis, where the reverse is true. The average highest school level attained by both mothers and fathers across all sites was ten and a half grades. Finally, it should be noted that educational and occupational data were obtained for substantially fewer fathers than mothers--and this difference was greater for blacks than for whites and for children who attended Head Start than for others. (There are relatively more father-absent families within the black sample.)

Such differences in the numbers of children in various classifications is a necessary part, in some ways a desirable part, of the type of design used in the study. It would be impossible in such a study to identify and select equal or proportional cell sizes because of the very large number of correlated classification variables, but even if the number of classification variables were to be kept small, differential attrition over the life of the study would still result in an unbalanced sample. As recompense for the disproportionality, however, we have monitored naturally occurring interrelationships among the classificatory variables at various sites.

Family Variables

In measuring aspects of the family environment that influence the child's development, it is important to distinguish between status and process variables.

Simply stated, this is the distinction between what parents are (e.g., ethnic membership, occupational-educational level) and what they do (e.g., styles of interaction with the child, aspirations and expectations communicated to him, and behaviors reflecting attitudes of optimism, alienation and hopelessness). Previous research (e.g., Hess et al., 1969) suggests that it is the process variables which have the greater impact on a child's life; and they certainly have greater theoretical utility than demographic indices for explaining how the environment mediates experience in critical ways. A corollary assumption is that the mother is a major socializing agent for the preschool child and is therefore particularly influential in transmitting to the young child behaviors and adaptations shaped by the environment.[1] In later years other aspects of the environment may exert a relatively greater influence upon the child, but during the preschool years the exchange between mother and child is perhaps the most critical focus of attention. For these reasons, then, greater priority has been given to process variables in the study--particularly process variables related to the mother's perceptions and styles of interaction. Information about situational and status characteristics have been obtained only insofar as these either (a) define important aspects of the child's psychological and/or physical environment, or (b) identify subpopulations which should be analyzed separately.

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[1]We recognize, however, the dearth of research concerning the father's influence on the development of the child in the early years--a paucity resulting primarily from practical problems of doing such research. Still in the majority of families, the mother or mother surrogate is the one most available to the child, and research has indicated the relatively less frequent and uninvolved interaction of the father with the young child (Freeberg and Payne, 1967). This is particularly true of the Negro low-income family, in which there is a relatively much higher incidence of father absence reported (Rainwater, 1966). It is recognized, however, that in intact homes, the mother's behavior in relation to her child is likely to reflect, in varying degrees, procedures worked out jointly by the parents as well as being in part a product of her own adaptation to her husband's needs and her relationship with him.

The following types of process, status, and situational variables have been included in the study.

Process variables

Feelings of control over the environment: Broadly speaking, this variable concerns the degree to which a person feels he can shape and direct his own future and the events which affect him. At one extreme is the conviction that one's actions make the decisive difference in life--and at the other, a belief that the consequences of life are in no way under one's own control. These beliefs have generally been referred to as internal vs. external locus of control, or sense of powerfulness vs. powerlessness (Rotter, 1966).

Utilization of community resources (participation versus alienation): Closely related to the concept of internal versus external control is the sociological notion of alienation. Although it is possible to distinguish several meanings of the term, "alienation" is used here to mean a sense of futility, apathy, and general distrust with respect to social participation. It seems reasonable to suspect that such alienation would interfere with development and lead to inconsistency in child-rearing practices. At the very least, a mother's alienation from the community would serve to reduce her child's potential opportunities for cognitive stimulation.

Control techniques: Three types of family or maternal techniques for regulating and controlling the child have been identified and studied in previous work (Hess et al., 1968). These strategies differ primarily in the type of authority appeals made to the child. "Status-normative" control is characterized by demands for unquestioning obedience to an absolute authority--either the parents' by virtue of their status or society by virtue of tradition. "Internal-subjective" control strategies take the child's feelings into account and these serve to moderate demands made upon

him. In turn, appeal is made to the feelings of other people as a rationale for behavior codes. Attention is directed toward inner states (feelings, moods, personal preferences) rather than to rules. "Cognitive-rational" appeals, on the other hand, stress objective informational feedback and direct the child's attention to the logical consequences of behavior rather than to feelings or established rules.

Teaching techniques: These refer to how the mother organizes and gives meaning to the information that reaches her child and to how she helps him make sense of new information. Differences observed among mothers may be conceptualized as differences in complex, multidimensional behavior which ranges from the restricted, repetitive, and reactive to the more elaborated, varied, and proactive.

Language process variables: Related to teaching techniques are the language codes that predominate between mother and child and/or pervade the home. These codes, identified by Bernstein (1961) as elaborated or restricted, are seen as important mediators of the environment, resulting in different modes of information processing and problem solving in the child.

Differentiation of the environment--knowledge, attitudes, beliefs: All theories of development, whether cognitive or social, revolve around the individual's progressive differentiation of self and environment. The more cognitively oriented theories have gone farthest in postulating a specific linkage between available differentiations in the environment and the child's developing belief systems and the ability to make discriminations. For this reason, major emphasis in studying the family has been given to cognitive variables. In particular, we are concerned with the mother's objective differentiation of the world (her knowledge of it) as well as her subjective differentiation (her attitudes and beliefs about it). The aspects

of the mother's environment we are focusing on are: her child, the local community, the school, and the larger educational system.

Status variables

Information for identifying subpopulations: Such information consists of age, sex, and race of child; age, race, and occupation of parents; language spoken in the home; locale (urban-rural); and type of dwelling.

Educational level of parents

Family structure: Presence or absence of father in the home.

Number of adults in the household: Particularly adult availability as defined by adult-to-child ratio.

Number of other children in the household

Home resources: Included here are variables that have traditionally been associated with social status, e.g., availability of books, toys, records, radio, TV, etc. The logical relevance of these variables for the study is seen in the indication they may give of the amount of cognitive stimulation and/or emotional support which is available for the child.

It should be recognized, however, that although stimulation level is considered an important factor in intellectual growth, the relevance of the household composition variables suggests that it is not amount of stimulation alone, but the patterning and nonrandomness of such stimulation which is crucial. Finally, it should be noted that changes in all the above status variables may constitute a rough index for assessing the upward or downward mobility of the family during the period of the study.

Situational Variables

Ordinal position of target child: While the relevance of this variable may not be immediately obvious, both sibling rank and family size have been found to correlate with several dimensions of childrearing practice

(Freeberg and Payne, 1967; Hess et al., 1968). Logically, it might be concluded that both of these factors influence the extent to which a parent can engage in a variety of activities which inherently require sustained participation.

Behavior patterns of older siblings: On the assumption that older siblings are important potential models for the child, we included questions relating to the older children's school achievement, attitude toward school, membership in peer groups, etc. These data will be collected in later years as the target child is ready to move further into his sibling's world.

Potential "stress" conditions: It is hypothesized that a number of family conditions may serve to constrict the child's psychological environment and create a stressful living situation. Among such conditions are instability or frequent mobility of the family; severe or recurrent illness in the family; erratic versus relatively steady employment history; physical and psychological "depression" of the home and surroundings--e.g., repair of the dwelling inside and out; lighting conditions inside the home; potential hazards in the neighborhood (broken glass, location near a bar); crowding in the home; etc.

Child's possessions--material objects and living space: Insofar as possible, information was obtained on the number of things (books, toys, etc.) the child possesses; whether he has a designated space in the house for his things (a closet or drawer space); and whether he has places (a room, a bed) that are his own or which are available for his private use. This variable seems particularly important for the ghetto child, who often has nothing to call his own nor any place to which he may escape for peace and solitude.

Child's range of mobility: Relevant to the amount of environmental stimulation is diversity in the environment. Where is the child allowed

to play? Where is he allowed to go in the neighborhood? On what excursions outside the house is he taken (supermarket, visiting relatives, etc.)? It is only logical to expect that the number of different places a child goes and different encounters he has will largely determine the variety of stimulation available to him.

To study these various family influences, we administered both a home interview (approximately 90 minutes) and three structured mother-child situations in which the mother is taught a relatively simple task which she, in turn, teaches to her child. For this report, however, only data from the interview are discussed.

Data Processing

All data were scored by several raters to establish reliability and, following resolution of score differences, double coded at the Princeton Office. High inter-rater agreement was obtained, with 100% agreement for 94% of the items. For the open-ended questions, categories were derived based on previous experience with similar questions. Trial coding was done with a randomly selected sample of fifty interviews from each of the four sites. As a result of this preliminary coding, some revisions were made in the scoring system, but the results served primarily to provide additional specific examples for the coders. Each interview was checked for errors in administration (e.g., interviewing an ineligible respondent, using leading probes) or recording (e.g., not circling the final response to an initial multiple response) or for comments that might affect the scoring. Given the inexperience of most of the interviewers, considerable time had to be spent preparing the data for coding. Such time, however, was valuable in providing greater familiarity with the actual reponses made and subsequent clues to the processes involved.

Data Analysis

Questionnaire distributions were run, consisting of counts and percent responding for each response category on every item. This information was delineated according to sex, race, and preschool experience of the child, both across all sites and within each site. Prior to correlational analysis, all interview items were reviewed for a priori scaling and possible score reduction. Of course, a priori item clustering had taken place initially when the interview was first developed and a selected number of variables were chosen for inclusion. For those items that seemed highly homogeneous in content and format, subscores were derived and point biserials and coefficient alphas obtained. For items with multiple nonscaled response categories, correlations among categories were obtained. Missing data Pearson product-moment correlations were then obtained for all scorable items. If an item group consisted of four or less items, the individual item was used. After eliminating scores that were experimentally non-independent, had low variability, or whose N was markedly reduced, factor analyses were performed. A list of resulting variables, along with the reliabilities of scales or clusters, appears in Table 3 and a description of the scores appears in Appendix B.

Structural Analyses

A preliminary description of interview responses obtained for the overall sample by site and by the child's sex and preschool attendance categories was provided in ETS Progress Report 70-20 (ETS, 1970). Subsequent reports on interrelationships of family data with the child test data will elaborate upon these findings. Prior to investigating these interrelationships, however, these descriptive data must be reduced to a manageable and meaningful set of variables. The following paragraphs describe the results of the analyses performed for this purpose.

Procedure

Following reduction to logically distinct scores, principal components factor analyses were obtained using both unity and communalities (estimated by Tucker's Adjusted Highest Off-Diagonal element procedure) in the diagonal. To facilitate interpretation, varimax and promax rotations of the first two through ten principal components were performed successively. These analyses were performed for the composite sample and separately by race. In addition, principal components factor analyses using Tucker adjusted communalities in the diagonal were also obtained for each site, with varimax and promax rotations of the first 4, 5, 6, 7 and 8 principal factors performed successively. Fifty-seven scores consisting of individual items or scores derived from clusters of items were placed in the structural analyses, with an additional set of nine variables placed into extension analyses to study their relationships with factors derived from the main set of variables. Mother's and father's educational and occupational levels were included among these extension variables.

Major Findings

The major findings of the factor analyses of the data for the total group can be summarized as follows (see Tables 4, 5, and 6). 1) A large, fairly general dimension emerged accounting for much of the common variance among scores, defined by physical and psychological resources within the home, and closely related to common indexes of SES including parental educational and occupational levels. 2) A second orthogonal dimension related to the mother's participation and involvement in the community. 3) A third factor was defined by ratings made of the physical appearance of the home and the children, of the respondent's understanding of the interview and her cooperation during the interview. 4) A fourth factor related to the mother's knowledge of or willingness to respond to the interview questions, particularly those concerning education and the adequacy

of the district schools. 5) A fifth factor was defined by frequency of visiting friends and going outside the home for entertainment and by the frequency of the child accompanying the mother on various excursions. (It should be noted that frequency of visiting relatives was not included in these analyses since it did not correlate significantly with any other behavioral item in the interview and was confounded by differences in family structure.) 6) A sixth dimension was defined by the mother's desire to move and to recommend that others move into her neighborhood. 7) A seventh factor was defined by those items which referred to the mother's perception of her child's cognitive and social-personal competency--both in comparison to his peers now and in later adjustment to school. 8) An eighth factor was defined by the frequency of parent-child interaction within the home, e.g., in reading to the child. 9) Additional factors consisted primarily of contiguous item pairs. These results were relatively consistent across site and race breakdowns and across statistical methods. Those items that shifted position tended to be those with low communality and marginal loading on a factor. Thus, seven dimensions of parental and home variation were obtained which were relatively independent from the first more traditional SES factor.

Table 3 presents the Tucker communality estimates for each score based on the composite sample. Score abbreviations are included; item descriptions and coding categories are presented in Appendix B. With few exceptions, estimated communalities were moderate to low. Since the interview was developed to assess a number of distinct variables suggested by previous research to be important for delineating the child's home environment (see the previous section on family variables), considerable specific variance was to be expected. When a priori item clusters were shown, however, to be internally consistent, the major clusters were included in the factor analyses as variables rather than the separate component items, so that, overall, relatively little communality was to be

Table 3

Estimated Communalities* and Reliabilities for Selected Scores

Item** or Gp.	Description	Communality	Reliability (alpha)
6	Mother-Child home interaction	.05	
20	Child's strong points - # categories	.15	
21	Child's weak points - # categories	.07	
51	"good student" - # categories	.24	
52	"good teacher" - # categories	.33	
50	Discipline method for mild problem	.06	
49D	Use of rationale with discipline	.09	
73-82	Source of help - Sum DK	.24	.42
100	Knows place to vote	.20	
48	Responsivity to child's questions	.13	
216	Newspaper use	.26	
17	Expects C. to have school problems	.21	
18	Expects T-C interaction problems	.25	
19	Expects child to be shy in school	.12	
25-30	Mean age child can do for self 1	.22	
31-35	Mean age child can do for self 2	.56	
42	Knows child's favorite story	.13	
45	Expected educ. level for child	.65	
Gp. 3	Positive attitudes about school	.22	.68
86-99%	Community C. resources-availability	.61	
86-99A	Community C. resources - Sum DK	.25	.80
101-102	Voted	.74	
105	Candidate-promises vs. self	.10	
111	Would recommend friend move here	.48	
113	Neighbors would help child	.13	
114	Knows someone in neigh. with power	.07	
119-124	# of group memberships	.56	
128	Frequency of church attendance	.23	
135	Mother - additional education	.10	
161	Father - additional education	.12	
183	# moves in past 3 years	.19	
188	Wants to move	.23	

*Using Tucker adjusted communality estimates.
**Items appear in the interview reproduced in Appendix A; coding categories are presented in Appendix B.

Table 3 continued

Estimated Communalities* and Reliabilities for Selected Scores

Item** or Gp.	Description	Communality	Reliability (alpha)
195	# rooms/people in household	.50	
199-204	Child possessions	.55	.70
Gp. 10	Family possessions	.45	.64
279	House condition (external)	.22	
Gp. 13	Rug, lighting, noise, etc.	.38	.56
293-95	Respondent's cooperativeness	.19	
299	Interviewer understood mother	.83	
300	M. understood interviewer	.44	
288	Drapes pulled	.04	
Gp. 12	C. accompanies parent (visits, store, etc.)	.81	.68
AA	# adults/children in household	.20	
255-57	Frequency visits friends	.34	
272-74	Frequency goes places	.41	
60	Power (schools)	.19	
70	Power (principal)	.13	
106-7	Power (neighborhood)	.07	
MATN	Negative perception of child	.27	.45
289	Child(ren) rated healthy	.12	
290	Child(ren) rated clean	.37	
38	Frequency mother reads to child	.27	
41	Frequency others read to child	.12	
44	Desired educ. level for child	.49	
217	Magazines in home	.28	
SDK	Sum DK responses to interview	.91	
D.H.	Developmental history - Freq. of problems	.07	.50

*Using Tucker adjusted communality estimates.
**Items appear in the interview reproduced in Appendix A; coding categories are presented in Appendix B.

anticipated. For this reason, the results reported for interpretation in Tables 4 and 5 were based upon factor analyses of total variance rather than common variance.

Table 4 presents loadings for the first eight unrotated principal components (using unitites in the diagonal) and associated eigenvalues for the composite sample. Loadings with absolute values equal or greater than .30 have been underlined. The generality of the first three components and the specificity of the other components are clearly evident. The first principal component described in Table 4 accounted for 11.6% of the total variance; its eigenvalue was 6.59. The eigenvalue for the second component was 2.64, and it accounted for an additional 4.6% of the total variance. Subsequent components accounted for 3.4% or less of the variance. Eighteen components had eigenvalues of 1.0 or above. Utilizing communalities on the diagonal, the root of the first principal axis for the total sample was 5.99; it accounted for 36% of the common variance. Table 5 presents the 8-factor varimax solution for the composite sample using unities in the diagonal. (The 8-factor promax solution and intercorrelations among these factors are presented in Appendix C for comparison.) Table 6 presents the correlations of those scores put into extension analysis with the 8 varimax factors.

Inspection of Table 5 reveals the diversity of items contributing to the first varimax factor. It seems to be best defined as availability of resources within the home, including both physical resources such as lack of crowding, material possessions for the family (e.g., a car, radio, dictionary, TV) and for the child (e.g., his own bed, toy box, chest of drawers), and psychological resources such as adult availability, maternal achievement orientation (e.g., desired and expected educational achievement for the child, mean age that the child is expected to be able to do a variety of tasks for himself), maternal

Table 4

First Eight Principal Components for Total Group

Item or Gp.*	1	2	3	4	5	6	7	8
6	.14	-.10	.14	-.05	-.07	.01	-.11	.33**
20	.41**	-.05	.01	.06	.03	.08	-.14	.03
21	.06	.05	-.07	.23	.02	.27	.00	-.16
51	.34	.13	.05	.17	.10	.09	-.24	-.11
52	.41	.02	.05	.15	.08	.16	-.26	-.11
50	.20	-.04	.11	.11	.09	.12	.00	.12
49D	.27	-.10	.09	.05	.00	.14	-.05	.05
73-83	-.38	-.14	.10	-.12	-.14	-.16	.22	.07
100	-.23	-.39	.07	.28	-.01	-.02	-.28	-.06
48	.38	-.05	.09	.01	.02	.18	.01	-.09
216	.37	.16	-.13	-.17	.07	.00	.04	.25
17	-.19	.04	-.05	.27	-.21	.27	.30	.23
18	-.21	.04	-.01	.22	-.19	.14	.23	.25
19	-.16	.02	-.13	.33	-.04	.31	.24	.21
25-30	-.23	.34	.02	.25	-.01	.09	.04	-.17
31-35	-.40	.25	.16	.27	-.04	.16	.08	-.06
42	.26	.14	.03	-.01	.01	.01	-.12	.38
45	.59	-.22	.04	-.13	-.02	.06	.05	-.07
Gp. 3	-.03	.56	.08	.02	-.17	-.05	-.32	.04
86-89%	-.34	.32	-.09	.17	.08	-.38	.07	.05
86-89A	-.13	-.50	.19	-.08	-.21	.28	-.18	.01
101-102	-.47	-.19	.10	.32	.13	-.17	-.24	.10
105	-.05	-.19	-.33	-.18	.19	.07	.08	-.01
111	.19	.17	.41	.09	-.45	-.02	-.15	-.01
113	.16	.25	.16	.06	-.08	-.18	-.08	.10
114	.18	.25	.09	-.15	-.09	.22	.11	.00
119-124	.51	.27	.09	-.25	-.08	.06	.12	-.08
128	.34	.30	.18	-.10	-.11	.05	.17	-.06
135	.31	-.07	-.05	-.11	.09	.22	.08	-.05
161	.36	-.18	-.03	.05	.02	.18	-.04	.09
183	-.09	-.40	.05	.27	.06	.12	-.29	-.01
188	-.10	-.03	-.39	-.10	.50	.09	.16	.07

*See Table 3 for item description.
**Loadings equal to or greater than .30 in absolute value are underlined.

Table 4 continued

First Eight Principal Components for Total Group

Item or Gp.*	1	2	3	4	5	6	7	8
195	.55**	-.31	.14	.13	-.11	-.16	.12	-.02
199-204	.58	-.23	.09	.11	-.09	-.20	.14	.05
Gp. 10	.65	-.06	-.03	-.09	-.05	.04	.10	.04
279	-.43	.12	-.10	-.11	.21	.13	-.07	-.07
Gp. 13	-.39	.10	.22	-.21	.30	.16	-.16	.23
293-295	.32	.09	-.36	.09	-.08	.13	-.08	.01
299	.33	.02	-.53	.30	-.05	-.10	-.17	.16
300	.26	-.03	-.53	.28	-.08	-.14	-.19	.21
288	-.08	.03	.08	-.05	.22	-.05	-.11	.32
Gp. 12	.46	.14	.25	.31	.38	-.15	.24	-.08
Adult A	.30	-.23	.17	.23	.04	-.34	.13	.12
255-257	.31	.19	.27	.23	.33	-.18	.19	-.07
272-274	.42	-.03	.12	.27	.40	-.01	.11	-.05
60	.33	.21	.00	-.06	.04	.11	-.04	-.26
70	.37	.01	-.10	.00	.06	.23	-.10	-.14
106-107	.16	.22	.07	.07	-.19	.12	-.08	.07
MATN	.28	-.03	.02	-.13	.12	-.16	-.41	-.19
289	.17	.02	-.31	.05	-.26	-.19	.15	-.21
290	.39	-.10	-.31	.16	-.25	-.17	.08	-.19
38	.50	-.03	.18	-.03	.02	-.05	-.01	.37
41	.26	.12	-.05	-.22	-.10	.00	-.04	.30
44	.53	-.26	.03	-.09	.03	.09	.00	-.09
217	.41	-.05	.02	-.10	.11	.15	.06	.22
Sum DK	-.37	-.63	.10	-.13	-.10	-.03	.24	-.03
D.H.	-.12	.02	.13	.35	-.03	.43	.11	-.06
***	6.59	2.64	1.94	1.81	1.62	1.60	1.50	1.40

*See Table 3 for item description.
**Loadings equal to or greater than .30 in absolute value are underlined.
***Although missing data correlations were used in these analyses, no negative eigenvalues were obtained.

Table 5

Varimax Eight-Factor Solution*

Item	1	2	3	4	5	6	7	8
6	.18	-.07	-.06	-.06	-.03	-.13	.01	.33**
20	.32**	.01	.10	.24	.09	.06	-.08	.14
21	.09	-.02	.02	.27	.02	-.03	.21	-.19
51	.16	-.01	.03	.42	.15	.12	-.10	.02
52	.30	-.03	.04	.42	.11	.11	-.10	.01
50	.21	-.03	-.06	.10	.15	.03	.10	.12
49D	.30	-.01	.00	.12	.06	.06	.02	.07
73-82	-.19	-.07	-.08	-.48	-.09	.01	.07	-.07
100	.02	-.60	-.01	.00	-.06	.04	.00	-.10
48	.37	.11	.02	.17	.11	.06	-.02	-.03
216	.15	.32	.09	.10	.06	-.08	-.06	.35
17	.05	.01	.04	-.09	-.06	.03	.59	.02
18	-.11	-.03	.02	-.13	-.05	.07	.47	.07
19	-.03	-.06	.02	.05	-.01	-.11	.57	.02
25-30	-.33	.05	-.07	.20	.06	.10	.22	-.23
31-35	-.33	-.06	-.22	.06	.02	.14	.35	-.21
42	.09	.10	-.01	.14	.05	.09	.02	.44
45	.57	.15	.17	.03	.12	.02	-.19	.04
Gp. 3	-.35	.19	-.06	.33	-.11	.38	-.07	.14
86-99%	-.61	-.01	.06	-.07	.17	-.01	.03	.04
86-99A	.36	-.37	-.17	-.17	-.34	.10	.04	-.09
101-102	-.33	-.59	-.14	-.06	.04	.00	.06	.02
105	.07	.00	.05	-.05	-.13	-.44	-.04	-.02
111	.10	.07	.01	.04	-.02	.67	.00	.02
113	-.09	.11	.03	.08	.15	.29	-.07	.18
114	.09	.38	.01	.14	-.11	.01	.10	.01
119-124	.27	.54	.06	.12	.10	.16	-.15	.04
128	.14	.43	.00	.06	.15	.24	-.01	-.01
135	.35	.17	.01	.12	.03	-.13	-.01	-.01
161	.40	-.03	.09	.14	.03	-.04	.04	.12
183	.17	-.55	-.04	.11	-.05	-.02	.04	-.04
188	-.08	.06	-.07	.06	.07	-.66	.04	.05

*Using unities in the diagonal.
**Loadings equal to or greater than .30 in absolute value are underlined.

Table 5 - continued

Varimax Eight-Factor Solution*

Item	1	2	3	4	5	6	7	8
195	.49**	-.04	.32	-.10	.31	.07	-.10	.05
199-204	.44	.03	.35	-.09	.33	.15	-.10	.14
Gp. 10	.49	.28	.24	.09	.16	.03	-.10	.16
279	-.31	-.04	-.29	.06	-.18	-.24	.02	-.13
Gp. 13	-.20	-.08	-.60	-.02	-.11	-.12	.00	.16
293-95	.13	.13	.33	.33	-.09	-.09	.06	.09
299	.01	-.08	.56	.35	.00	-.15	.05	.29
300	-.03	-.14	.56	.28	-.05	-.15	.04	.32
288	-.09	-.08	-.22	-.01	.07	-.08	-.02	.32
Gp. 12	.16	.13	.03	.16	.74	.03	-.02	-.01
AA	.19	-.16	.22	-.18	.44	.12	-.06	.16
255-57	.04	.12	-.05	.11	.63	.07	-.05	-.01
272-74	.26	-.01	.01	.23	.56	-.11	-.01	.01
60	.15	.28	.04	.29	.08	.07	-.14	-.14
70	.32	.12	.08	.33	.00	-.06	-.06	-.05
106-7	.04	.14	.03	.18	-.05	.25	.10	.10
MATN	.13	-.07	.04	.25	.01	.06	-.51	.03
289	-.03	.15	.49	-.03	-.03	.01	-.04	-.15
290	.17	.06	.60	.07	.06	.04	-.06	-.09
38	.36	.11	.03	.02	.23	.15	-.04	.45
41	.13	.25	.05	.01	-.09	.06	-.06	.38
44	.55	.07	.14	.07	.10	-.02	-.17	.01
217	.37	.17	-.01	.08	.10	-.07	.02	.27
SDK	.16	-.34	-.07	-.61	-.17	-.16	.06	-.22
D.H.	.09	-.11	-.16	.18	.03	.08	.47	-.23
***	4.10	2.59	2.42	2.28	2.24	1.90	1.86	1.71

*Using unities in the diagonal.
**Loadings equal to or greater than .30 in absolute value are underlined.
***Eigenvalues: Although missing data correlations were used in these analyses, no negative eigenvalues were obtained.

Table 6

Extension Matrix for Eight-Factor Varimax Solution*

Item	1	2	3	4	5	6	7	8
Mother's education	.51**	.13	.17	.17	.18	.03	-.09	.15
Mother's occupation	-.18	-.13	-.10	.00	-.11	.00	.06	-.10
Father's education	.52	.09	.18	.11	.16	.12	-.16	.13
Father's occupation	-.45	-.09	-.09	-.03	-.17	-.16	.11	-.12
Rent/Own***	.26	.21	.11	-.08	.11	.22	-.03	.06
Vacuum Cleaner	.39	.15	.19	.01	.08	.03	-.09	.00
School Services - # DK	.15	-.32	.02	-.10	.00	-.07	.05	-.07
Freq. goes downtown	-.08	.05	-.05	-.01	.06	.00	.13	.07
Takes child downtown	.06	.00	.01	-.10	.17	.07	.03	.09

*Using unities in the diagonal.

**Loadings equal to or greater than .30 in absolute value are underlined.

***This item and those following were administered to the mother later at the testing center. Since the N was substantially smaller than for the home interview, these items were not included in the factor analyses.

feelings of efficacy, and maternal cognitive stimulation (e.g., frequency of reading to the child, seeking answers to those child questions she is unable to answer, exhibiting greater category breadth in describing her child's strong points or defining a good teacher).

In interpreting this factor it is important to note that the intercorrelation of factors 1, 3 and 5, in the 8-factor promax solution presented in Appendix C (the correlation of factor 1 with factors 3 and 5 were .34 and .31, respectively; the correlation of factors 3 and 5 was .31) reflects in part the generality represented by the first principal component described in Table 4. In addition to ratings of the physical quality of the home (Gp. 13), the mother's comprehension of the task (items 299 and 300), and the tendency for the family to take the child on excursions would also be considered home resources. As the size of the factor intercorrelations would suggest, however, factors 3 and 5 may be seen as psychologically distinct.

Unrelated to the first varimax factor was a second dimension defined by those items describing the mother's involvement and participation in the community (i.e., voting, belonging to groups, attending church, knowing what resources are available for her and her child in the community). As would be expected, participation in community activities and knowledge of them were found to be correlated and loaded on the same factor. These indices of participation, awareness and utilization of community resources, may reflect the mother's degree of alienation, i.e., her general distrust with respect to social participation. As might be expected, a high mobility rate was associated with less participation and, possibly, greater alienation. However, as the lack of correlation between factor 6 and factor 2 in the 8-factor promax solution suggests, if one wanted to move, one might or might not be involved in community activities. Also, orthogonality of the first two factors indicates

that the family may provide considerable resources in the home, but for a variety of reasons not be involved outside the home; conversely, among the more impoverished families, some participate in community activities and some do not.

Each of these combinations may be expected to have differential impact on the child's development. For example, the child reared in a home with stresses associated with poverty, little educational enrichment or encouragement, and limited external stimulation through exposure directly or indirectly via the mother's involvement, would be expected to show greater impairment in functioning than the child reared under equally impoverished conditions, but where the parent is actively engaged in the community. In the first example the mother's alienation may reflect a general depression which accentuates the debilitating life circumstances for the child; in the second example, the mother's participation may reflect a belief in her ability to determine consequences (internal locus of control), thereby providing a motivational model for the child in addition to increasing the possibility of facilitating experiences through exposure to a more varied environment. One also might predict differential influence of preschool attendance as moderated by these differences in the child's environment. The low-income mother who is already participating may be more accessible to influence, may become more involved in her child's preschool experiences, and thereby sustain any gains that occur from that experience.

Relation to SES Indexes

When placed in extension analyses, the mother's educational level and the father's educational and occupational levels correlated with the first varimax factor (see Table 6). Thus, for this sample, common SES indexes do reflect to a considerable extent differences in reported resources available in the

home. However, they are related to a considerably lesser extent to those behaviors outside the home (factor 2 in Table 6) or to the other six dimensions uncovered in this analysis of parent and home variables.

Given the emphasis on items reflecting cognitive resources, it is not surprising that educational level correlated higher with this factor than did occupational level. Since most of the mothers in the sample were not working at this time, mother's occupational level was not a significant variable. The correlation between educational and occupational levels was .25 for mothers; for fathers it was .60. The correlation between mothers' and fathers' educational levels was .60; for occupational levels it was .09. In examining the original correlation matrices for the entire interview it was found that other demographic indexes such as income, family size, and father absence showed a similar pattern of relationships but to a lesser degree; that is, significant correlations when obtained were primarily with these items defining the first factor. In general, the pattern of correlations among these various demographic indexes suggest that they should not be used interchangeably when investigating family variables.

Examination of factor analyses performed separately by race revealed essentially similar structures. Those differences that did appear reflected decreased variability in the black or white subgroups (for example, reduced variability for white Ss on those items describing material possessions and for black Ss on expected educational achievement for their children). However, the correlation among the demographic indexes differed by race. For example, the correlation between father's educational and occupational levels was .35 for black Ss and .65 for white Ss. Also, for black Ss, occupational level correlated significantly less with a home resources factor than did educational level; for white Ss, these indexes had highly similar correlations (.25 to .39 for black Ss vs. .35 to .44 for white Ss). As discussed in the previous section on sample

characteristics, race is confounded with these demographic indexes of SES in the present sample. There is both a more restricted range of SES and a lower mean level for the black Ss in the study. Planned analyses will investigate mean scores within comparable educational levels for black and white Ss and explore further possible differential patterns of correlations for demographic indexes with the behavioral and attitudinal items in the interview. Further discussion of these data must, therefore, await such analyses.

Summary

In previous analyses of the child test data, occupation of head of household and income were used to assess SES and thereby the child's environment. As the present data indicate, these are gross proxies for assessing the child's environment. These indexes inappropriately assume constancies of meaning within and across groups (cf. Light and Smith, 1971), and they tell us little about the type of stimulation the child is being exposed to in the home environment. Within a given SES level, the range of home environments can be so great as to make any generalization about SES level and development extremely tenuous (Pavenstedt, 1965; Tulkin, 1968; Zigler, 1968). Considerable variation in responses was evidenced in the present data; the low income families in our sample are not a homogeneous group. The occurrence of this variability agrees with Caldwell's (1970) discussion of the much greater range (than had previously been reported) in level of stimulation and support offered a child in lower-class homes. It is inappropriate, therefore, to speak in terms of a single homogeneous "culture of poverty." There are many such subcultures, reflecting a variety of life styles. Scores derived from the present structural analyses in conjunction with indexes of the mother's regulatory and information-processing strategies from the mother-child interaction sessions should provide more direct evidence on the environmental factors accounting for differences in test performances.

The present data suggest the feasibility of using a reduced set of scores from the interview to reflect meaningful differences in resources provided the child. Although the factor analytic results provide a guide for obtaining such scores, to facilitate interpretation, psychologically distinct item clusters within a factor also will be defined. We are now in the process of obtaining such composite scores by summing those items with highest loadings on a factor, after appropriate adjustment for differences in scale values and in directionality. By 1) delineating both direct and indirect sources of stimulation (e.g., visiting outside places with the mother and having the mother involved in community activities) and both physical and psychological resources and by 2) describing their interaction in association with observed child behaviors, one hopes to contribute to a better understanding of those environments that act to facilitate or interfere with the child's cognitive, social and affective development.

With respect to long-range implications of the study, we have already pointed out the variation which exists within our relatively restricted sample--restricted, at least, in terms of socioeconomic level. As the study progresses, we will have an opportunity to identify important distinctions among subpopulations who live in relative poverty. That is, we will be able to define more clearly those environmental influences and features which are simply "different" from middle-class standards--and those which act as genuinely impoverishing forces on the human mind and spirit.

Most important of all, perhaps, is the opportunity this study provides for investigating the interaction between complex sets of variables over time. Among other things, this means an opportunity to pinpoint variables that are critical for understanding the interrelationship between affective and intellectual domains in child development and the differential effectiveness of various

educational environments and programs. Future investigations will be directed toward further analysis of the relationship of the status and process variables with each other and with the several child measures. As static group categories are thus replaced by delineation of those behavioral and attitudinal variables reflecting processes which link social and cultural environments to the emerging capabilities of young children, meaningful SES relationships may be determined. Presently planned analyses will examine the differential relationships of these cluster scores from the interview with the Year 1 test battery administered to the child prior to any preschool experience and with the ratings of personal-social behaviors made upon entry into preschool. By isolating more exact indicators of home environment and of parental characteristics rather than just demographic characteristics, we should be in a better position to explain why, within homes of similar socioeconomic status, so much variation in process is found, and why there are so many notable exceptions to the "low status--low achievement" maxim.

The overall picture of complex interaction between community-family-child-school influences should become clearer. A major thrust of Head Start is to help the low-income family resist alienation, i.e., resist the tendency to turn away from the community. Both formal and informal contacts with others are valuable sources of information, attitudes, and values; they bring perspective on community norms. Previous research suggests that as the mother interacts more, she feels less powerless, more optimistic, and less likely to resort to status and authoritarian appeals for controlling her child (Hess et al., 1968). Thus, programs reducing alienation may in turn increase the child's developmental progress. We would also expect that as a result of Head Start participation the family would become less alienated from the educational system and would come to define the school not only in a more positive

way, but also in a more differentiated fashion. This, in turn, should provide the child with more adequate and useful images of the school, of the teacher, and of the role of active student. As the recently completed report about the impact of Head Start centers upon community institutions suggests (Kirschner Associates, 1970), Head Start's latent functions in the educational and health areas may well equal the manifest ones.

APPENDIX A

PARENT INTERVIEW

and

INTERVIEWER INSTRUCTIONS

INSTRUCTIONS TO INTERVIEWERS

PARENT INTERVIEW FORM

ETS LONGITUDINAL STUDY

General Recommended Procedures

1. Adult females, preferably mothers and matched race, are to be used as interviewers.
2. Interviews are to be done only after the ETS Field Office is informed and consulted as to their preferred mode of contacting parents. Requests for interviews should then be arranged by A&S staff. Note: Mothers should be given the opportunity to choose a time. Avoid walking in and expecting to complete an interview.
3. In setting up the interview, one should stress: 1) the usefulness of the information obtained for describing and suggesting possible changes in school programs; 2) the value of the parents' help in effecting such changes; and, 3) our gratitude for the person's willingness to give us her time.

Suggestions for Approaching Parents

1. When the parent comes to the door, introduce yourself and explain briefly the nature of the study and the various procedures involved. Ask if she has heard about the study and have press clippings available to show respondent.
2. In the event that the parent seems reluctant to admit you, you may carry the explanation of the purpose of the interview further. Let the detail of your explanation be guided by the apparent degree to which the parent understands, and terminate the explanation when the parent admits you to the home.
3. In the event that someone other than the parent (or other female head of the household) comes to the door, ask to speak with the parent and proceed as above. If the parent is not at home, ask when she is expected, and attempt to return at or near that time.

4. Once you are admitted to the home, you must establish rapport with the parent. Be sure to advise the parent that all the information you obtain will be kept in strictest confidence. Do not cite information during an interview with another parent.

Materials

You will need the following materials:

1. Interviewer Instructions
2. Questionnaires
3. Flash card
4. Pen/pencil

INSTRUCTIONS FOR INTERVIEWING

The following procedures are designed to aid you in successfully completing your interviewing task. Study them carefully and refer to them from time to time throughout the course of the study.

1. Carefully study this instruction booklet and the questionnaire. Do not hesitate to ask your supervisor questions about anything you have seen or read.
2. Follow all instructions contained in this booklet, the questionnaire, or given by your supervisor exactly.
3. Dress appropriately and neatly. You are not to dress in a way that will give the respondent the feeling that you come from another world or society than she does.
4. Indicate at the outset that some responses will involve statements of agreement or disagreement, or will be a measure of degree. Emphasize that there are no right or wrong answers to questions; but rather, we are attempting to gain an understanding of how the parent feels about the various questions.
5. In all cases, questions are to be read aloud in the exact form given. After that, if further information is needed you may repeat or reword the question. In most cases it will not be necessary to read the response choices aloud as the parent's response will indicate clearly what to code. On SPECIFY items, however, write the response verbatim to be coded later.
6. Be relaxed in your approach. If you appear at ease, the parent will be at ease also, and the interview will proceed more smoothly.
7. Do not impose yourself on the respondent. Smoke only if the respondent says it is all right.

8. While conducting the interview, always refer to the child by his or her name. In addition, when you see "HIS/HER" read the one term that applies.

9. Be sure to ask every question exactly as written and record as much detail as possible. Each omission cuts down on the value of the information.

10. If the respondent is reluctant to give information on a certain item, reassure her of the confidential nature of the information. It may also be helpful to rephrase the question, but the meaning and intent of the question must be retained. If, however, a respondent does not want to answer a question, do not force or trick her to do so. A refusal to answer any question is allowed.

11. Maintain control over the interview. Keep questions flowing smoothly and do your best to avoid miscellaneous comments or discussions. Make sure that you do not skip questions.

12. Maintain a neutral attitude towards the respondent's answers, attitudes or comments. Do not appear to take a personal interest in any of her statements. Do not agree or disagree with anything she says.

13. Do not put words into the respondent's mouth. Wait for her to speak.

14. Some statements you can use to encourage the respondent to answer:

    a. "There aren't any right or wrong answers to these questions."

    b. "Remember your answers to these questions are being held in the strictest confidence; they will never, in any way, be identified with you."

    c. "This Study is designed to aid all children (including your own) in this community and throughout the country."

    d. "Many people complain that no one listens to what they have to say. Here is your chance to speak up and be heard."

15. NOTE: If more than one child in your sample is from the same family, an interview form must be completed on each. Much of the information for a second or third child can be copied from the form completed for the first. Additional information, however, will be needed for some items.

16. Edit each questionnaire that same day and follow up as soon as possible on any material missed or unclear.

17. NOTE: Questions <u>not</u> <u>asked</u> (inadvertently, or because not applicable) are to be left blank. Questions the interviewee <u>does</u> <u>not</u> <u>answer</u> or which are not applicable are coded <u>0</u>. There must be a written indication that the question was not overlooked.

18. Segments of the interview form simply marked (code later) are to be completed by the interviewer on the same day the interview is given. The more complex codes given in the Appendix are to be skipped by the interviewer.

19. <u>All</u> information obtained in this interview is confidential. Under no circumstances are you to divulge information from or on this Study to any source. If anyone questions you concerning the information, refer this person directly to your supervisor.

THE QUESTIONNAIRE

The questionnaire was designed to make it easy for you, the interviewer, to work with, ask and record answers to all the questions.

A. Booklet Form:

You will note that the questionnaire is in booklet form. You will be able, while interviewing, in most cases, to fold the booklet back so that only the page you are using need be in front of you. In one or two cases a question may stretch over two pages and then you may find it best to keep the two pages exposed by opening up the booklet.

B. Question Forms:

There are four different question forms in this questionnaire. Each form of question has one and only one way in which the answer can be recorded. The question forms are:

1. Questions where you are given a choice of several answers and are asked to check one or more of them.

An example of this kind of question would be the following:

2. WHERE DOES (CHILD'S NAME) USUALLY PLAY? (check one)

_____0. No response

_____1. House

_____2. Yard

_____3. Street in front of house

_____4. Other (Specify)_____

_____9. Don't know

In this sample (taken directly from the questionnaire) you are asked to listen to the respondent and check the answer which best fits the answer she gives you. If her answer is something other than the choices given, you are to put a check mark next to "4. Other" and write her answer on the line provided. In these

questions very often you will find this choice of "Other (specify)" which will be used for writing in any answers which do not fit into the choices you are given.

It is important not to read the choices for these questions unless you are specifically told to do so on the questionnaire.

2. Questions where you will find no choices to check off.

You will find, instead, one or more printed lines. In these cases you are to write down the answer the respondent gives you verbatim (word for word exactly as she says it) as if you were a tape recorder. An example from the questionnaire of this type of question would be the following:

> 20. EVERY CHILD HAS STRONG POINTS AND WEAK POINTS. SOME YOUNG CHILDREN ARE ABLE TO DO THINGS THAT MOST OTHER CHILDREN CAN'T DO, LIKE DRESSING THEMSELVES OR THINKING UP NEW GAMES TO PLAY. WHAT ARE THE THINGS YOUR CHILD CAN DO WELL? (Probe: ANY OTHERS?)
>
> _____
>
> _____
>
> _____

A probe is a neutral way of getting a further response to a question. The probe you are to use is on the questionnaire. In this case it is "any others?" When recording the answer indicate the difference between the original response and the probed response by placing a large "Q" between the two. Thus, if the answer to the question is "he goes to the store" and to your probe of "any other" she says "he brushes his teeth," you would record as follows:

He goes to the store. Q. He brushes his teeth.

If at any time in giving a response to this type of question, the respondent changes the subject (goes off the track), try to get her back on the subject. Indicate this fact by a slash mark (/) at the point in the response where she wanders. It is not necessary to record what she says when off the subject.

3. Questions where a certain answer qualified the respondent to be asked one or more special questions that are not asked of all respondents: The qualifying answer(s) and the special question(s) are set off in a "block" to aid you in following the format. An example of a blocked question is:

108. IN THE PAST, WAS THERE ANYTHING AROUND HERE WHICH YOU WANTED CHANGED OR IMPROVED, LIKE JOBS OR HOUSING OR PUBLIC TRANSPORTATION, OR SCHOOLS?

_____1. Yes

109. WHAT WAS IT?_____

_____

_____2. No

_____0. No response

110. DID THE CHANGE OR IMPROVEMENT OCCUR?

_____0. No response

_____1. Yes

_____2. No

_____9. Don't know

In the sample a "yes" answer to question 108 would mean that you should ask questions 109 and 110. If the answer was "no" to question 108, you would SKIP questions 109 and 110 and go straight to Q. 111.

Bear in mind that it is possible to find a block within a block.

4. Grid Questions: A grid question is used when it was felt that it would be easier for you to have a series of questions or answers on the same page because of their similarity in recording. This is often done to save you the necessity of having to read the same question many times.

With grid questions, instead of writing answers right next to questions, you will be checking "boxes" or filling in lines in a large grid. Some examples of grid questions found in your questionnaire are Q.86, Q.119, Q.181, Q.182. Glance at them to familiarize yourself with the form. Note that a grid question can require both open-end and closed-end questions.

C. "(Skip to Q._____.)"

Many times in the questionnaire you will see words "Skip to Q._____." next to a particular answer or within a block. This notation means that if this special answer is given you are to skip directly to the question indicated and not ask all the questions between.

If "Skip to Q._____" is found in a block it means that after you ask all the questions in the block you are to skip to the question indicated.

D. Refusals and "Don't Know" and "Did Not Understand"

In many questions on the questionnaire "don't know" has been provided for checking off as a possible response. If the respondent does not know the answer to a given question and "don't know" has not been indicated, write in "D.K."

It is also possible for a respondent to refuse to answer a question for one reason or another. If this happens, check the "No response" space or write "Ref." in the area provided for an answer. If she tells you why she is refusing, make a note of it.

If the respondent does not understand any particular question (after you

have re-read the question one or two times), write "did not understand Q." in the space provided for the answer.

Note: Questions the respondent does not answer or which are not applicable are usually coded 0. There must be a written indication that the question was not overlooked. Blanks will indicate only a failure or omission on the interviewer's part.

E. Notes on Questionnaire:

You are to feel free to note directly on the questionnaire any observation or unusual occurrences during the interview.

The left hand margin on each page is not to be used for notes since this margin will be used later for coding. Comments or observations can be written anywhere else on the questionnaire or on additional pages. If a particular question is being referred to, be sure to note its number.

F. Specific Procedures:

Page One

1. On page one of the interview form, fill out the first six lines before you go to the home. This will save time and avoid confusion. Also, the child's name is to be used in several places throughout the interview. If the name is written in these places prior to the interview, you will be able to phrase the questions more smoothly.
2. Keep a record of calls to each home in the space provided on Page One.
3. Ascertain the identity of the person interviewed, and record this information by marking an "X" in the appropriate space.
4. Mark an X for appropriate racial/ethnic group. Most often this will be 1 or 3.
5. English is probably the language spoken in the home; note that the

interview is given in English if this is the case. Should it be necessary to use another language, report this fact to the A&S and ETS field offices.

6. For "adopted" subject, code mother; for foster child code female non-relative.

Questions referring to husband or father.

No discrimination is to be made between the child's natural father and a father substitute. Hence, a stepfather or a man living with the mother and considered the father of the household would be coded as father.

AUDITS & SURVEYS, INC.
One Park Avenue
New York, New York 10016

Project #5370

March/May, 1969

YOUNG CHILDREN & THEIR FIRST SCHOOL EXPERIENCES
PARENT INTERVIEW

PART I: CHILD & SCHOOL

First I'd like to ask you some questions about (SAMPLE CHILD).

1. How does (SAMPLE CHILD) spend most of his or her time? (IF MORE THAN ONE MENTIONED, ASK: "WHICH ONE MOST," AND CIRCLE.)

   ___a. Watches TV
   ___b. Follows mother around
   ___c. Plays by himself
   ___d. Plays with other children in neighborhood
   ___e. Plays with brothers and sisters or other relatives
   ___f. Other (SPECIFY)_____
   ___g. Don't know

2. Where does (SAMPLE CHILD) usually play? (CHECK ONE.)

   ___a. House
   ___b. Yard
   ___c. Street in front of house
   ___d. Other (SPECIFY)_____
   ___e. Don't know

3. What kind of things does he/she play with most?_____

   _____

4. What does (SAMPLE CHILD) like to do the most? _____

5. About how many hours, when he/she is awake, is (SAMPLE CHILD) usually with you during the day?

   _____

6. During the time he/she is with you, what are you usually doing?_____

   _____

   _____

SAMPLE CHILD'S NAME _____

RESPONDENT'S NAME _____

Comparing (SAMPLE CHILD) with most three and four year old children, I would like you to tell me if he/she:

(INTERVIEWER: READ EACH ITEM. IF DIFFICULTY IS EXPERIENCED IN OBTAINING ANSWERS SPECIFIED, SAY: It is important in your answers to bear in mind that even if you feel that your child is "average" or "like other children in general" it is possible to answer each question "Yes" or "No.")

IF RESPONSE IS "In some things." ASK RESPONDENT TO SPECIFY.)

	Yes	No	In Some Things (SPECIFY)	Don't Know
7. Acts older than most children (his/her age)	[ ]	[ ]	_____	[ ]
8. Is happier than most children (his/her age)	[ ]	[ ]	_____	[ ]
9. Cries more than other children (his/her age)	[ ]	[ ]	_____	[ ]
10. Is easier to get along with than most children (his/her age)	[ ]	[ ]	_____	[ ]
11. Has more temper tantrums than most children (his/her age)	[ ]	[ ]	_____	[ ]
12. Acts younger than most children (his/her age)	[ ]	[ ]	_____	[ ]
13. Asks more questions than most children (his/her age)	[ ]	[ ]	_____	[ ]
14. Stays by himself more than most children (his/her age)	[ ]	[ ]	_____	[ ]
15. Is more active or restless than most children (his/her age)	[ ]	[ ]	_____	[ ]
16. Is afraid of more things than most children (his/her age)	[ ]	[ ]	_____	[ ]

17. When (SAMPLE CHILD) goes to school, do you think he/she will have more or fewer problems than most children getting used to school?

___a. Fewer

___b. About average

___c. More

___d. Don't know

18. Compared to other children that will be in his/her class, how do you think he/she will get along with the teacher?

___a. Better than most children

___b. About average

___c. Not as well as most children

___d. Don't know

19. Do you think he/she will be shy with his/her teacher?

___a. Yes

___b. No

___c. Don't know

20. Every child has strong points and weak points. Some young children are able to do things that most other children can't do, like dressing themselves or thinking up new games to play. What are the things that your child can do well? (PROBE: Any others?)

_____

_____

_____

21. What are the things that he/she can't do well? (PROBE: Any others?)

_____

_____

_____

At what age do you think (SAMPLE CHILD) will be able to do the following things?

	Can Now Do	Will Be Able To Do At Age:	Don't Know
22. Dress or undress himself completely on his own?	[ ]	_____	[ ]
23. Pick up his own toys & take care of them?.....	[ ]	_____	[ ]
24. Make friends with and play with other kids completely on his own?.....	[ ]	_____	[ ]
25. Make his own breakfast himself?.....	[ ]	_____	[ ]
26. Do regular tasks around your house?.....	[ ]	_____	[ ]
27. Settle by himself an argument with an older brother or sister, or older cousins?.....	[ ]	_____	[ ]
28. Read stories alone without your help?.....	[ ]	_____	[ ]
29. Take part in your adult interests and conversations with friends?.....	[ ]	_____	[ ]
30. Earn his own spending money?.....	[ ]	_____	[ ]
31. Tie his/her own shoes?.....	[ ]	_____	[ ]
32 Know the colors red, blue, yellow, green?.....	[ ]	_____	[ ]
33. Know his/her full name?.....	[ ]	_____	[ ]
34. Know these parts of his/her body: ears, toes, neck, knees?.....	[ ]	_____	[ ]
35. Count to 5?.....	[ ]	_____	[ ]

36. Do you ever read or tell children's stories to (SAMPLE CHILD)?

___a. Yes

___b. No (INCLUDES "SELDOM" OR "NEVER.")

37. Do you mainly read or tell stories, or do you do both?

___a. Mainly tell stories

___b. Mainly read stories

___c. Do both

38. About how often do you do this? (CHECK ONE.)

___a. Once in awhile (less than once a week)

___b. About once a week

___c. Several times a week

___d. Regularly (at least once a day)

___e. Very frequently (much of each day)

___f. Don't know

39. Does anyone else ever read to (SAMPLE CHILD)?

___a. Yes

___b. No

40. Who is that? (CHECK ONE.)

___a. Father

___b. Other male adult

___c. Female adult

___d. Older children

___e. Other(SPECIFY)_____

_____

41. About how often is (SAMPLE CHILD) read to by this person (these people, counting all their time)?

___a. Once in awhile (less than once a week)

___b. About once a week

___c. Several times a week

___d. Regularly(at least once a day)

___e. Frequently(much of each day)

___f. Don't know

42. What is his/her favorite story, or favorite kind of story?

___a. Vague (likes them all, funny stories, cartoons,etc.)

___b. Specific (Dr. Seuss, Bible Stories, etc.)

___c. Title mentioned (if any)_____

___d. Don't know

(INTERVIEWER: IF NO TITLE MENTIONED, SAY: "Is there a particular favorite one that he/she likes?")

43. Does (SAMPLE CHILD) have things to draw with, such as paper, pencils and crayons or paints, here at home?

___a. Yes

___b. No

___c. Don't know

44. If you could have your wish, what grade in school would you like (SAMPLE CHILD) to complete?

___a. Grade given (SPECIFY)_____

___b. Other _____

___c. Don't know

45. Since things don't always turn out the way we want them to, how far do you think (SAMPLE CHILD) will actually go in school?

___a. Grade given (SPECIFY) _____

___b. Other _____

___c. Don't know

46. In your opinion, what could prevent (SAMPLE CHILD) from completing (INSERT ANSWER TO Q.44)?

_____

_____

_____

SHOW SIDE 1 OF CARD

47. This is a picture showing children in school. This one is doing the very best work (POINT TO ONE ON RESPONDENT'S LEFT). This one is doing the very poorest work (POINT TO ONE ON RESPONDENT'S RIGHT). Please point to the one you think (SAMPLE CHILD) will be when he/she enters school?

NUMBER POINTED TO: _____

(INTERVIEWER: NOTE THAT IN THE FOLLOWING THREE QUESTIONS WE ARE NOT INTERESTED IN ANY SPECIFIC INCIDENT.)

48. What do you do if (SAMPLE CHILD) asks a question that you can't answer?

(INTERVIEWER: IF RESPONSE IS "THIS NEVER HAPPENS," PROBE: "What would you do if this did happen?" IF RESPONSE IS "I DON'T KNOW," PROBE: "You don't know what you'd say to (SAMPLE CHILD)".)

_____

_____

_____

49. What do you usually say or do if (SAMPLE CHILD) does something you think is really naughty or bad?

(INTERVIEWER: IF RESPONSE IS "I'D TALK TO HIM," PROBE: "What would you say?")

_____

_____

_____

50. What do you usually say or do if (SAMPLE CHILD) does some little thing that he shouldn't do?

(INTERVIEWER: IF RESPONSE IS "I'D TALK TO HIM," PROBE: "What would you say?")

_____

_____

_____

Now I'm going to ask your opinions about education in general, and about the schools in this area.

WHERE "CITY/AREA" IS PRINTED:

USE "CITY" IN AUBURN, ALA., PORTLAND, ST.LOUIS, TRENTON

USE "AREA" IN RURAL AREAS OF LEE COUNTY, ALA.

51. People have different ideas about what students are like in grade school. What is your idea of a good student?

_____

_____

_____

52. People also have different ideas about what teachers are like in grade school. What is <u>your</u> idea of a good teacher?

_____

_____

_____

53. Do you think the buildings and equipment for the schools that your children would go to are as good as or better than those in <u>most</u> other schools in the city/area or do you think the buildings and equipment are worse here? (CHECK ONE.)

___a. Better than most other schools

___b. As good as most other schools

___c. Worse than most other schools

___d. Don't know

54. Do you think that most teachers in the schools that your children would go to are as good as teachers in most other schools in the city/area?

___a. Yes

___b. No

___c. Don't know

55. Do you feel that most teachers in the schools that your children would go to pay enough attention to all children, or do you think that they neglect some children?

___a. Neglect some children

___b. Pay attention to all children

___c. Don't know

56. Why? _____

_____

_____

_____

_____

57. Do you think the schools in your district are teaching children the things that they should, or do you think they teach useless or even harmful things?

___a. Teach what they should

___b. Teach useless or harmful things

___c. Don't know

58. Do you think the schools would be better or worse if parents had more control over them? (the schools)

___a. Better

___b. Worse

___c. About the same

___d. Don't know

59. Do you think that the teachers understand the problems faced by the people in this area, or do you think that the teachers have no idea about these problems?

___a. Understand

___b. No idea

___c. Don't know

60. Do you think that there is anything that you yourself can do to improve the schools in this neighborhood?

___a. No

___b. Yes

___c. Don't know

61. Why is there nothing you can do? _____

_____

_____

_____

62. Do you think that <u>most</u> classrooms in your district are over-crowded?

___a. Yes

___b. No

___c. Don't know

63. Do you think that <u>most</u> teachers <u>really</u> want to talk with parents about school?

___a. Yes

___b. No

___c. Don't know

64. Do you think it is okay for parents to keep their children out of school to help out at home once in a while?

___a. Yes

___b. No

___c. Don't know

65. Do you feel that teachers make children doubt and question things that they are told at home?

___a. Yes

___b. No

___c. Don't know

66. Do you think <u>most</u> teachers in the schools your children will go to are good examples for your children?

___a. Yes

___b. No

___c. Don't know

67. Do you think that parents <u>usually</u> are to blame when children do not work hard at school?

___a. Yes

___b. No

___c. Sometimes

___d. Partially

___e. Don't know

68. Do you think anyone who can do the work can go to college if he wants to?

___a. No

___b. Yes

___c. Don't know

69. Why?_____

_____

_____

_____

70. If you disagree with the school principal, do you feel that you can do anything about it?

___a. No

___b. Yes

___c. Don't know

71. Why do you feel you cannot do anything?

_____

_____

_____

_____

72. Do you feel that most children have to be made to learn?

___a. Yes

___b. No

___c. In some things

___d. Don't know

PART II: COMMUNITY

Now I'm going to describe some problems that come up in everyday life.

73. Where would you go or whom would you call to get advice or help with educational problems? (IF "SCHOOL," PROBE FOR WHO AT SCHOOL.)

_____

74. Have you ever had to contact this person/organization?

___a. Yes — 75. Was the problem taken care of?
___a. Yes
___b. No

___b. No

76. Where would you go or whom would you call to get advice or help with health problems? (IF A PERSON IS NAMED, ASK: "What is _____'s job?")

_____

77. Have you ever had to contact this person/organization?

___a. Yes — 78. Was the problem taken care of?
___a. Yes
___b. No

___b. No

79. Where would you go or whom would you call to get advice or help if you had to go to court or had other legal problems?

_____

80. Have you ever had to contact this person/organization?

___a. Yes — 81. Was the problem taken care of?
___a. Yes
___b. No

___b. No

82. Where would you go or whom would you call to get advice or help in getting a job, or if you had other job problems? (IF EMPLOYMENT OFFICE, GET NAME AND INDICATE WHETHER PUBLIC OR PRIVATE.)

_____

83. Have you ever had to contact this person/organization?

___a. Yes — 84. Was the problem taken care of?
___a. Yes
___b. No

___b. No

85. What streets or roads or other boundaries would you say are the borderlines of your neighborhood?

a. _____

b. _____

c. _____

d. _____

I'm going to read a list of things that may be available to children in a particular area. Listen to each and tell me if it is available to your child(ren) in your neighborhood, in the general area, but not within walking distance, or not available at all.

		In Neighborhood	In General Area	Not Available	Don't Know
86.	Nursery school or day-care center	[ ]	[ ]	[ ]	[ ]
87.	Clinic.....	[ ]	[ ]	[ ]	[ ]
88.	Hospital.....	[ ]	[ ]	[ ]	[ ]
89.	Summer day-camp.....	[ ]	[ ]	[ ]	[ ]
90.	After hour school programs.....	[ ]	[ ]	[ ]	[ ]
91.	Teen center.....	[ ]	[ ]	[ ]	[ ]
92.	Public library.....	[ ]	[ ]	[ ]	[ ]
93.	Public playground (with equipment and space for children of all ages).....	[ ]	[ ]	[ ]	[ ]
94.	Public park for adults and children.....	[ ]	[ ]	[ ]	[ ]
95.	Art gallery.....	[ ]	[ ]	[ ]	[ ]
96.	Museum (science, history, art or other).....	[ ]	[ ]	[ ]	[ ]
97.	Live theatre (where plays, puppet shows are given).....	[ ]	[ ]	[ ]	[ ]
98.	Auditorium where music or speeches can be heard.....	[ ]	[ ]	[ ]	[ ]
99.	Zoo.....	[ ]	[ ]	[ ]	[ ]

100. Where would you have to go to vote? (PROBE FOR SPECIFIC PLACE.)

_____

101. Have you ever voted in any election?

___a. Yes — 102. Did you vote in the last national election?

___b. No

___a. No

___b. Yes — 103. Why? _____

SKIP TO Q.105

104. Why? (IF "NOT REGISTERED TO VOTE," ASK: "Why not?")

_____

_____

105. Do you think that most candidates for public office run more to get themselves ahead or to carry out the things they promise people? (IF RESPONSE IS "BOTH," PROBE TO FIND OUT WHICH ONE "MORE.")

___a. To carry out promises

___b. To get ahead

___c. Don't know

106. If everybody in this neighborhood had about the same problem -- say a new highway was going to cut through the neighborhood and cause a lot of people to have to move -- would you get together with your neighbors to try to change the highway plans?

___a. Yes — 107. Do you think you will be able to change the plans?

___b. No

___c. Don't know

___a. Yes

___b. No

108. In the past, was there anything around here which you wanted changed or improved, like jobs or housing or public transportation, or schools?

___a. Yes — 109. What was it? _____

___b. No

110. Did the change or improvement occur?

___a. Yes

___b. No

___c. Don't know

111. If you had a friend who lived in another city, and he asked you for your advice, would you recommend that he move to this neighborhood?

___a. Yes
___b. No
___c. Don't know

112. Why?_____

113. If one of your children needed help, and you weren't around, could he go to most of his neighbors and expect to get it?

___a. Yes
___b. No
___c. Don't know

114. Is anyone or any group in the neighborhood having any success in getting things done that would make this a better place to live?

___a. Yes
___b. No
___c. Don't know

115. I guess you have some person or organization in mind. Would you mind telling me who it is? (IF PERSON MENTIONED, PROBE FOR JOB TITLE.)

_____

116. If you saw two children playing "catch" in a busy street or highway, what would you do? (RECORD VERBATIM RESPONSES.)

_____

_____

_____

117. Is it safe for (SAMPLE CHILD) to play outside of the house?

___a. Yes
___b. No

118. Why?_____

PART III: PERSONAL

Now, I'd like to ask a few questions about you.

Do you now belong to any of the following kinds of groups?

INTERVIEWER: READ EACH TYPE OF GROUP AND RECORD WHETHER OR NOT RESPONDENT BELONGS.

FOR EACH TYPE OF GROUP RESPONDENT BELONGS TO ASK:

A. What are the names of the groups to which you belong?

B. How often do you usually go to meetings of this group?

C. How far from here is the place where it meets? (RECORD ANSWER IN BLOCKS OR MILES) Is that (1) in your neighborhood; (2) in another part of this city/area; (3) outside of this city/area (in the country); (4) outside of this city/area (in another town). (RECORD NUMBER)

D. How did you get to the last meeting, by bus, taxi or what?

E. Do you hold any office in this group or do anything special for it?

F. (IF "YES" TO "E"): What job do you do?

	BELONG		A.
	Yes	No	Names of Groups
119. Religious groups or church organizations such as choir, ladies auxiliary?	[ ]	[ ]	_____
120. Clubs or social groups such as woman's clubs or card clubs or bowling clubs?	[ ]	[ ]	_____
121. Neighborhood action associated groups such as Community Action Programs, block groups, parents' councils?	[ ]	[ ]	_____
122. Groups which are mainly connected with children's education such as PTA, Head Start?	[ ]	[ ]	_____
123. Political action groups such as a political party or CORE, NAACP, SCLC, or Citizens Committees?	[ ]	[ ]	_____
124. Other groups such as job-affiliated groups, unions, study groups, etc.?	[ ]	[ ]	_____

IF RESPONDENT BELONGS TO MORE THAN ONE GROUP, ASK:

125. Which group that you belong to is most important to you?

_____

B.	C. Distance & Location			D.	E.		F.
Freq. of Attend	Block	or Miles	Location (Code #)	Means of Trans.	Office Holder Yes	No	Name of Job
					[ ]	[ ]	
					[ ]	[ ]	
					[ ]	[ ]	
					[ ]	[ ]	
					[ ]	[ ]	
					[ ]	[ ]	
					[ ]	[ ]	
					[ ]	[ ]	
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					[ ]	[ ]	
					[ ]	[ ]	
					[ ]	[ ]	
					[ ]	[ ]	
					[ ]	[ ]	

126. Do you go to church or another religious institution?

___a. Yes

127. Which one? _____

___b. No

128. How often do you go?

___a. More than once a week

___b. Once a week

___c. Once every two weeks

___d. Once a month

___e. Less than once a month

129. About how many blocks or miles is this from your home?

Blocks _____ Miles _____

130. Where is it? (READ LIST):

___a. In your neighborhood

___b. In another part of this city/area

___c. Outside of this city/area (suburbs or country)

___d. Outside of this city/area (another town)

131. How do you get there most of the time?

___a. Walk

___b. Public transportation

___c. Drive

___d. Taxi

___e. Someone else takes respondent

___f. Other (SPECIFY) _____

132. When you go, do you usually take (SAMPLE CHILD)?

___a. Yes

___b. No

133. What was the last grade in school that you completed? _____

SHOW SIDE 2 OF CARD.

134. The first person in this picture is very satisfied with the education she received, while she was in school. (POINT TO FIGURE ON RESPONDENT'S LEFT.) The last person is very dissatisfied with the education she received. (POINT TO FIGURE ON RESPONDENT'S RIGHT.) Point to the person who represents how satisfied or dissatisfied you are with the education you received in school.

Person Pointed to: _____

135. Since you left grade_____, have you gone to any other school?

___a. Yes — 136. What type of school? _____

___b. No

137. How long did you go there?_____

138. Are you in school at the present time?

___a. Yes

___b. No

139. Have you ever had a paid job?

___a. Yes

___b. No ⟶ IF "NO," SKIP TO Q.157

140. Do you now have a paid job?

___a. Yes

___b. No — 141. Are you presently looking for work?

___a. Yes

___b. No

SKIP TO Q.152

142. Are you employed full-time, which is 35 hours per week or more, or part time, which is less than 35 hours per week?

___a. Full-time

___b. Part-time

143. What is your job?

_____

144. What exactly do you do?_____

_____

145. What kind of business/industry is that?
(What does firm/organization make or do?)_____

146. (IF OBVIOUS, DO NOT ASK): Are you:

___a. Self-employed

___b. Salaried

147. How do you usually get to work? (CHECK ONE)

___a. Walking

___b. Public transportation

___c. Driving

___d. Taxi

___e. Being driven by someone else

___f. Other (SPECIFY)_____

148. About how far is that?

Blocks_____ Miles _____

149. Where is it? (READ LIST)

___a. In your neighborhood

___b. In another part of this city/area

___c. Outside of this city/area (suburban or country)

___d. Outside of this city/area (another town)

150. Does (SAMPLE CHILD) usually go with you?

___a. Yes

___b. No

151. When did you start working there? _____

(ASK Q.152 OF THOSE WHO HAVE HAD A PAID JOB (Q.139) BUT ARE NOT WORKING (Q.140), OR HAVE BEEN WORKING ON THEIR PRESENT JOB FOR LESS THAN ONE YEAR (Q.151).

152. What was the last full-time job you had? (SPECIFY)

_____

153. What exactly did you do? _____

_____

154. What kind of business/industry was that?
(What did the firm/organization make or do?)_____

155. (IF OBVIOUS, DO NOT ASK) were you:

___a. Self-employed

___b. Salaried

156. When did you start and when did you stop?

_____ Date Started (Month, Year) _____ Left (Month, Year)

IF CAN'T RECALL: "About how long ago did you work there?" _____

157. Are you married now?

___a. Yes — 158. Are you: (CHECK ONE)
- ___a. Married, but husband/wife temporarily absent
- ___b. Married and living with husband/wife
- ___c. Separated

SKIP TO Q.160

___b. No — 159. Are you: (CHECK ONE)
- ___a. Single, never married
- ___b. Divorced
- ___c. Widowed
- ___d. Separated

SKIP TO Q.181

160. What was the last grade in school that your husband completed? _____

161. Since he left _____ grade, has he gone to any other school?

___a. Yes — 162. What type of school? _____

163. How long did he go there? _____

164. Is he in school at the present time?
- ___a. Yes
- ___b. No

___b. No
___c. Don't know

165. Is he now employed?

___a. Yes

___b. No — 166. Is he presently looking for work?
- ___a. Yes
- ___b. No

SKIP TO Q.177

167. Is he employed full-time, which is 35 hours per week or more, or part-time, which is less than 35 hours per week?

___a. Full-time

___b. Part-time

168. What is his job? _____

169. What exactly does he do? _____

_____

170. What kind of business/industry is that?
(What does firm/organization make or do?) _____

171. (IF OBVIOUS, DO NOT ASK) Is he:

___a. Self-employed

___b. Salaried

172. How does he usually get to work? (CHECK ONE)

___a. Walking

___b. Public transportation

___c. Driving

___d. Taxi

___e. Being driven by someone else

___f. Some other way? How? (SPECIFY) _____

173. About how far is that?

Blocks _____ Miles _____

174. Where is it? (READ LIST):

___a. In your neighborhood

___b. In another part of this city/area

___c. Outside of this city/area (suburban or country)

___d. Outside of this city/area (another town)

175. Does he usually take (SAMPLE CHILD) with him?

___a. Yes

___b. No

176. When did he start working there? _____

(ASK Q.176 OF THOSE WHOSE HUSBANDS ARE NOT NOW WORKING (Q.165), OR WHOSE HUSBANDS HAVE BEEN WORKING ON THEIR PRESENT JOB FOR LESS THAN ONE YEAR (Q.175).

177. What was the last full-time job he had? (SPECIFY) _____

178. What exactly did he do? _____

_____

179. What kind of business/industry is that?
(What does the firm/organization make or do?) _____

180. How long did he work there? _____

Date Started _____ (Month, Year) Left _____ (Month, Year)

181. "Now about the people in this household. First, I'd like you to tell me, beginning with the oldest and going down to the youngest, the first names of everyone in this household, including yourself."

FOR EACH PERSON LISTED, ASK: (RECORD ALL ANSWERS BELOW.)

a. What kin is _____ to (SAMPLE CHILD) ?

b. What is his/her sex?

c. What is his/her age as of his/her last birthday?

d. (IF OLDER THAN 3 ASK:) Is _____ in school now? (INCLUDES NURSERY SCHOOL AND HEAD START.)

e. (IF OVER 14, ASK:) Does _____ have a full-time or part-time paid job?

f. (IF "NO," TO "d" AND "e", ASK:) What is _____ doing now?

g. (FOR ALL CHILDREN UNDER 6 YEARS OF AGE, ASK:) Has _____ ever attended any pre-school program? (IF YES:) Which one?

NAME	a. RELATIONSHIP	b. SEX	c. AGE	d. SCHOOL	e. WORK	f. OTHER	g. PRE-SCHOOL (SPECIFY)
		M			YES		
		F			NO		
		M			YES		
		F			NO		
		M			YES		
		F			NO		
		M			YES		
		F			NO		
		M			YES		
		F			NO		
		M			YES		
		F			NO		
		M			YES		
		F			NO		
		M			YES		
		F			NO		
		M			YES		
		F			NO		

182. Are there any other people who usually live here but are away now--serving in the armed forces, living with relatives or something like that?

___a. Yes — Please tell me their names. Again, I would like the name of the oldest first. (RECORD BELOW)

___b. No

FOR EACH PERSON LISTED, ASK: (RECORD ALL ANSWERS BELOW.)

a. What kin is _____ to (SAMPLE CHILD)?

b. What is his/her sex?

c. What is his/her age as of his/her last birthday?

d. (IF OLDER THAN 3, ASK:) Is _____ in school now? (INCLUDES NURSERY SCHOOL AND HEAD START)

e. (IF OVER 14, ASK:) Does _____ have a full-time or part-time paid job?

f. (IF "NO" TO d AND e, ASK:) What is _____ doing now?

g. (FOR ALL CHILDREN UNDER 6 YEARS OF AGE, ASK:) Has _____ ever attended any pre-school program? (IF "YES":) Which one?

NAME	a. RELATIONSHIP	b. SEX	c. AGE	d. SCHOOL	e. WORK	f. OTHER	g. PRE-SCHOOL (SPECIFY)
		___M ___F			___YES ___NO		
		___M ___F			___YES ___NO		
		___M ___F			___YES ___NO		
		___M ___F			___YES ___NO		
		___M ___F			___YES ___NO		
		___M ___F			___YES ___NO		

183. About how many times have you moved in the last 3 years? _____

184. About how many years have you lived in this house/apartment?

___a. # years (SPECIFY) _____
___b. All my life → (SKIP TO Q.188)

185. How long have you lived in this neighborhood? (The one you gave the boundary lines for earlier.)

___a. # years (SPECIFY) _____
___b. All my life → (SKIP TO Q.188)

186. How long have you lived in this town/county?

___a. # years (SPECIFY) _____
___b. All my life → (SKIP TO Q.188)

187. Before you moved to this town/county, where did you live?

_____ City _____ State _____ Country

188. Do you want to move?

___a. Yes
___b. No
___c. Don't know

189. Do you expect to move?

___a. Yes Where? _____
When? _____
___b. No
___c. Don't know

190. When you think of "home," what place do you think of?

_____

191. Where were you born? _____
(City and state; country if not U.S.A.)

192. When were you born? _____/_____/_____
Month / Day / Year

193. (IF MARRIED:) Where was your husband born? _____

194. (IF MARRIED:) When was your husband born? _____/_____/_____
Month / Day / Year

195. How many rooms are there in this house? (Exclude bathroom, utility rooms, and other areas unsuitable for sleeping or general living purposes.)

Number _____

196. Do you, or does anyone else in this household, usually speak any language(s) other than English?

___a. Yes 197. Which language? _____
___b. No 198. Who speaks it? _____

Does (SAMPLE CHILD) have his/her own:	Yes	No
199. Room?	[ ]	[ ]
200. Bed?	[ ]	[ ]
201. Dresser, clothes chest or drawer(s) for his/her clothes only?	[ ]	[ ]
202. Closet (or section of closet partitioned for him/her)?	[ ]	[ ]
203. Toys?	[ ]	[ ]
204. Toy box (or other place to keep own things)?	[ ]	[ ]
205. Pet?	[ ]	[ ]

INTERVIEWER: IF CHILD SHARES PET BUT IS RESPONSIBLE FOR CARE, CHECK "YES".

206. Does anyone usually sleep in the room with (SAMPLE CHILD)?

___a. Yes

207. Who usually sleeps in the room with (SAMPLE CHILD)? (CHECK ALL THAT APPLY)

___a. No response
___b. No one: child sleeps alone
___c. Like-sexed child(ren)
___d. Child(ren) of the opposite sex
___e. Parents or caretakers

___b. No

Which of the following things do you have? (FOR EACH ITEM RESPONDENT HAS, ASK): "How many?"

	No	Yes	How Many
208. Automobile	[ ]	[ ]	_____
209. Television	[ ]	[ ]	_____
210. Radio	[ ]	[ ]	_____
211. HI-FI or phonograph	[ ]	[ ]	_____
212. Telephone	[ ]	[ ]	_____
213. Encyclopedia	[ ]	[ ]	_____
214. Dictionary	[ ]	[ ]	_____

215. Do you read any newspapers regularly?

___a. Yes — 216. What are they? (FULL NAMES IF KNOWN) _____

___b. No

217. Do you read any magazines regularly?

___a. Yes — 218. Which ones? _____

___b. No

One thing in which we are very much interested is whether or not you go out of your own neighborhood for food, or entertainment, or to see relatives and friends.

219. First of all, who does most of the shopping for food for your family?

____a. respondent
____b. husband
____c. a child
____d. some other person

220. What is the name of the store where you usually shop for food and where is it?

_____ / _____
Store Name — Street

221. Do you usually take (SAMPLE CHILD)?

____a. Yes
____b. No

222. How do you usually get there?

____a. walk
____b. public transportation
____c. drive
____d. taxi
____e. someone else takes

223. How often do you go?

____a. more than once a week
____b. once a week
____c. once every two weeks
____d. once a month
____e. less than once a month

224. Do you have any relatives (kinfolk) who live within 20 miles of here?

___a. No
___b. Don't know } SKIP TO Q.241

___c. Yes 225. How many? _____

IF MORE THAN 3 IN Q.225, ASK: "Who are the 3 you visit the most? If you don't want to give me their names, we can call them A, B and C."

IF 3 OR LESS IN Q.225, ASK: "Who are they? If you don't want to give me their names, we can call them A, B and C."

RECORD NAMES BELOW. ASK QUESTIONS FOR FIRST RELATIVE, THEN SECOND RELATIVE THEN THIRD RELATIVE.

Now, for (FIRST RELATIVE) that you visit:

Name or Relationship	1st Relative	2nd Relative	3rd Relative
226-228. Do you usually take (SAMPLE CHILD)?	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
229-231. How far from your home does that relative live?(ANSWER IN BLOCKS OR MILES)			
# blocks or			
# miles			
232-234. Where is it?(READ LIST)			
a. in your neighborhood			
b. in another part of this city/area			
c. outside of this city/area(in suburbs or country)			
d. outside of this city/area(another town)			
235-237. How do you usually get there?			
a. walk			
b. public transportation			
c. drive			
d. taxi			
e. someone else takes			
238-240. How often do you go?			
a. more than once a week			
b. once a week			
c. once every two weeks			
d. Once a month			
e. less than once a month			

241. Do you have friends in this general area that you visit more than once a year?

___a. No
___b. Don't know } SKIP TO Q.258

___c. Yes 242. How many? _____

IF MORE THAN 3 IN Q.242, ASK: "Who are the 3 you visit most? If you don't want to give me their names, we can call them A, B and C."

IF 3 OR LESS IN Q.242, ASK: "Who are they? If you don't want to give me their names, we can call them A, B and C."

RECORD NAMES BELOW. ASK QUESTIONS FOR FIRST FRIEND, THEN SECOND FRIEND, THEN THIRD FRIEND.

Now, for (FIRST FRIEND) that you visit:

	1st Friend	2nd Friend	3rd Friend
NAME			
243-245. Do you usually take (SAMPLE CHILD)?	___Yes ___No	___Yes ___No	___Yes ___No
246-248. How far from your home does that friend live? (ANSWER IN BLOCKS OR MILES)			
# blocks OR			
# miles			
249-251. Where is it? (READ LIST)			
a. in your neighborhood			
b. in another part of this city/area			
c. outside of this city/area (in suburbs or country)			
d. outside of this city/area(another town)			
252-254. How do you usually get there?			
a. walk			
b. public transportation			
c. drive			
d. taxi			
e. someone else takes			
255-257. How often do you go?			
a. more than once a week			
b. once a week			
c. once every two weeks			
d. once a month			
e. less than once a month			

258. Are there any places where you usually go out for entertainment or relaxation?

___a. No
___b. Don't know } SKIP TO STATEMENT IN ITALICS ON BOTTOM OF PAGE.

___c. Yes 259. How many? _____

IF MORE THAN 3 IN Q.259, ASK: "What are the 3 you visit most?"

IF 3 OR LESS, ASK: "What are they?"

IF RESPONDENT HESITATES: "If you don't want to give me the names of these places, we can call them A, B and C."

RECORD NAMES BELOW. ASK QUESTIONS FOR FIRST PLACE, THEN SECOND PLACE, THEN THIRD PLACE.

Now, for the (FIRST PLACE) that you visit:

	1st Place	2nd Place	3rd Place
NAME OF PLACE			
260-262. Do you usually take (SAMPLE CHILD)?	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
263-265. How far from your home is this place? # blocks or # miles			
266-268. Where is it?			
a. in your neighborhood			
b. in another part of this city/area			
c. outside of this city/area (in suburbs or country)			
d. outside of this city/area (another town)			
269-271. How do you usually get there			
a. walk			
b. public transportation			
c. drive			
d. taxi			
e. someone else takes			
272-274. How often do you go?			
a. more than once a week			
b. once a week			
c. once every two weeks			
d. once a month			
e. less than once a month			

Thank you for your cooperation; you have been most helpful.

INTERVIEWER: CHECK TO MAKE SURE THAT YOU HAVE ASKED ALL QUESTIONS BEFORE LEAVING HOUSEHOLD.

INTERVIEWER'S OBSERVATIONS

COMPLETE THESE PAGES AFTER YOU LEAVE THE HOME

275. Type of dwelling - the dwelling is a:

___a. Single house, one family (detached or semi-detached)
___b. Duplex or row house, one unit for each family
___c. Converted single house, converted rowhouse, multi-family
___d. Apartment privately owned; garden-type
___e. Apartment (public housing; garden-type - housing project)
___f. Apartment (privately owned; multi-story)
___g. Apartment (public housing; multi-story - housing project)
___h. Trailer
___i. Other (SPECIFY) _____

276. Is respondent's house:

___a. on the corner
___b. in the middle of the block
___c. not applicable

277. Are surrounding houses:

___a. like respondent's house
___b. different from respondent's house How? _____

278. Are the sidewalks or spaces between the yard or house and the street:

___a. more than 8 feet in width
___b. 4½ ft. to 8 ft. in width
___c. 4 ft. or less in width
___d. no sidewalks

279. Is the outside of respondent's house:

___a. new, in good repair
___b. new, in poor repair
___c. old, in good repair
___d. old, in poor repair

280. Does respondent's house have a yard?

___a. Yes
___b. No

281. Does there seem to be adequate outside play space available?

___a. Yes
___b. No

When interviewing, did you observe:	Yes	No	Could not Observe	Specific Observations
282. Bed in living room?	[ ]	[ ]	[ ]	
283. Rug on living room floor?	[ ]	[ ]	[ ]	
284. Clean, neat home? (Could be cleaned up in 1 day)	[ ]	[ ]	[ ]	
285. Bed made?	[ ]	[ ]	[ ]	
286. Temperature adequate/comfortable?	[ ]	[ ]	[ ]	
287. Lighting adequate?	[ ]	[ ]	[ ]	
288. Drapes drawn or shades down (if daytime)	[ ]	[ ]	[ ]	
289. Did children appear in good health?	[ ]	[ ]	[ ]	
290. Did children appear clean?	[ ]	[ ]	[ ]	
291. Did you see mother (or caretaker) discipline a child?	[ ]	[ ]	[ ]	
292. Did mother ask you for any help or information?	[ ]	[ ]	[ ]	

293-295. Rate the person interviewed as to cooperativeness:	Part I	Part II	Part III
Very cooperative. Appeared friendly and relaxed with interviewer. No defensiveness. Volunteered information readily. Showed interest in the study and became involved in the interview.	[ ]	[ ]	[ ]
Cooperative. Appeared friendly and relaxed with the interviewer. Answered questions readily, but did not volunteer information beyond that requested. May or may not have shown interest in the study.	[ ]	[ ]	[ ]
Slightly uncooperative. Generally answered questions readily, but may have shown some defensiveness; maintained distance from interviewer.	[ ]	[ ]	[ ]
Uncooperative. Tenseness and defensiveness in answering questions. Expressed reservations about amount of time spent. An undercurrent of resistance to the interview. Little interest in the study.	[ ]	[ ]	[ ]
Very uncooperative. Explicit resistance to the interviewer or the interview. No interest in the study.	[ ]	[ ]	[ ]

296-298. Much of the information obtained may be unreliable because person interviewed seemed so concerned with making a "good impression" that questions may not have been answered truthfully.	[ ]	[ ]	[ ]

299. Rate the person interviewed as to your difficulty in understanding her speech.

___a. very difficult

___b. somewhat difficult

___c. not at all difficult

300. Rate the person interviewed as to her difficulty in understanding your speech.

___a. very difficult

___b. somewhat difficult

___c. not at all difficult

301-305. Was anyone present beside respondent during interview?

___a. one or more people present → FILL IN BELOW

___b. no one present

Person(s) Present	Number	Relationship to Child	Length of Time Present
Sample child	XXXXXXXX	XXXXXXXXXXXX	
Other children		XXXXXXXXXXXX	
Other adults			
Husband	XXXXXXXX	XXXXXXXXXXXX	

306. Noise level

___a. a lot of noise

___b. some noise

___c. little or no noise

307. Was the noise level distracting?

___a. Yes

___b. No

308. Did anything unusual occur during the interview?

___a. Yes

___b. No

309. What?

_____

_____

_____

_____

APPENDIX B

SCORE DESCRIPTION

Item or Gp.	Score Description
6	0 = 1 + 2; 1 = 3; 2 = 4; 3 = 5; 4 = 6; 5 = 7; deleted 0, 8 and 9. 0 = refused; 1 = sleeping; 2 = explicit absenting of self from child (e.g., talking with friends, interacting with other children); 3 = housework/preparing meals; 4 = watching children; 5 = watching TV; 6 = direct household interactions (e.g., reading, playing games); 7 = direct interactions outside home (going for walks, shopping, visiting friends); 8 = other and indeterminate; 9 = "don't know".
20	# of categories used. Categories = a) self-help, resourcefulness; b) motor activities; c) obedience, cooperativeness; d) social skills; e) achievement-oriented skills; f) creativity.
21	# of categories used; categories same as for Q. 20.
51	# of categories used; categories = a) adherence to school rules, obedience; b) good grades; c) effort, tries hard; d) interest in learning, enjoys school; e) inquisitive, creative; f) independent, resourceful; g) social skills.
52	# of categories used; categories = a) discipline, firmness; b) personal warmth; c) professional training; d) individualizes; e) enthusiastic, stimulating; f) knowledge of children; g) community involvement; h) encouraging independence, questioning; i) communication with parents.
48	0 = refused, "don't know;" 1= ignore, ridicule, change subject; 2 = do nothing; 3 = just say "don't know;" 4 = answer as best can; 5 = send to someone else; 6 = say "don't know" and delay, but will look up and explain later or ask someone for child; 7 = tell child where to find answer or send to someone who can direct to source; 8 = look it up with child or go with child to other source.

216	Coded as in interview. If Q. 215 coded "no," Q. 216 scored 0.
17	Coded as in interview.
18	" " " "
19	" " " "
25-30	Mean age.
31-35	Mean age.
42	Coded as in interview with 0 = vague or "don't know" response; 1 = specific title or kind of story given.
45	Coded 0 - 20 for number of years of schooling completed; graduate or professional school = 20.
Gp. 3	Sum of positive responses to Q. 53 - 55, 57, 59, 62, 63, 65, 66 (i.e., Q. 53 coded a or b, Q. 54 = a; Q. 55 = b; Q. 57 and 59 = a; Q. 62 = b; Q. 63 = a; Q. 65 = b; Q. 66 = a.
50	1 = severe physical; 2 = punish, unspecified; 3 = mild physical (light spanking); 4 = revoke privileges; 5 = severe verbal (scolding, shaming); 6 = mild verbal; 7 = distraction, substitution; 8 = ignore, do nothing.
49 D	0 = rationale not given; 1 = attention to intent, but no rationale given; 2 = rationale given; 3 = attention to intent and rationale given.
73-82	Sum of "don't know" responses to items 73, 76, 79 and 82.
100	1 = incorrect place or location mentioned or respondent said "don't know."
195	Derived score: # rooms in relation to # in household reported in Q. 181.
199-204	Sum of Q. coded; 1 = "yes."
Gp. 10	Sum of Q. 208-214 and Q. 43 coded; 1 = "yes."
279	Coded as in interview.
Gp. 13	Sum of responses to Q. 283, 284, 286, 287, 306 and 307; 1 = "no"

on Q. 283-287, "a" on Q. 306 and "yes" on Q. 307.

293-95 Sum of ratings (3-15); reversed direction.

299 Coded as in interview.

300 " " " "

288 " " " " ; deleted code 2 (could not observe).

Gp. 12 Sum of Q. 132, 221, 226-228, 243-245 and 260-262 coded; 1 = "yes."

AA # adults/children in household; derived from Q. 181 (adult = over 18).

255-257 Sum of codes 1 through 5, reversing direction. If Q. 241 coded "no," scored as 0.

272-274 Sum of codes 1 through 5, reversing direction. If Q. 258 coded "no," scored as 0.

60 Coded as in interview; 1 = "yes."

70 Coded as in interview; 1 = "yes."

106-107 0 = "no" to Q. 106; 1 = "yes" to Q. 106 and "no" to Q. 107; 2 = "yes" to both Q. 106 and Q. 107.

86-99% Percentage of resources reported as not available in neighborhood or general area; deleted questions coded "don't know."

86-99A Sum of "don't know" responses to these items.

101-102 2 = never voted ("no" to Q. 101); 1 = has voted, but not in last election ("yes" to Q. 101 and "no" to Q. 102); 0 = voted in last election ("yes" to both Q. 101 and Q. 102).

105 Coded as in interview

111 Coded as in interview; 1 = "yes."

113 " " " " " "

114 " " " " " "

119-124 Sum of group memberships across categories

128 Coded 1-5 as in interview, but reversed direction. Q. 128 scored

	0 if Q. 126 coded "no."
135	Coded as in interview; 1 = "yes."
161	" " " " " "
183	Coded actual number reported except 8 = 8 or more
188	Coded as in interview; 1 = "yes."
MATN	Sum of Q. 9, 11, 12, 14, 16 coded "yes."
289	Coded as in interview; 1 = "yes."
290	Coded as in interview; 1 = "yes."
38	Coded 1-5 as in interview. Q. 38 scored 0 if Q. 36 coded "no."
41	Coded 1-5 as in interview. Q. 41 scored 0 if Q. 39 coded "no."
44	Coded 0-20 for number of years of schooling completed; graduate or professional school = 20.
217	Coded as in interview; 1 = "yes."
SDK	Sum of questions coded vague or "don't know;" excluded Q. 73, 76, 78, 82, and Q. 86-99.
DH	Sum of those items from the developmental history section of the Health Record to which the respondent said the child has developed as well as or better than other children his age (e.g., walking, talking, playing with toys, comprehension, getting along with peers).

APPENDIX C

SUPPLEMENTARY TABLES

Table C-1

Promax Correlations With Reference Factors*

Item	1	2	3	4	5	6	7	8
6	.17	-.07	-.14	-.06	-.07	.13	.05	.36**
20	.28	-.06	.02	.23	.04	.04	-.04	.11
21	.13	-.05	.06	.28	.04	-.03	.18	-.19
51	.14	-.11	.00	.42	.12	.10	-.10	-.02
52	.28	-.13	-.01	.43	.07	.09	-.09	-.02
50	.20	-.05	-.11	.09	.13	.01	.12	.13
49D	.28	-.05	-.05	.12	.03	.05	.05	.08
73-82	-.19	.03	-.03	-.46	-.06	.03	.07	-.02
100	.03	-.57	.03	.08	-.03	.09	-.05	-.10
48	.34**	.06	-.02	.17	.07	.03	.02	-.03
216	.12	.27	-.01	.03	.00	-.11	.00	.32
17	.00	.07	.07	-.12	-.04	.05	.59	.07
18	-.08	.03	.05	-.16	-.03	.08	.47	.11
19	.03	-.01	.04	.01	.03	-.10	.56	.05
25-30	-.28	.04	.03	.19	.10	.10	.16	-.23
31-35	-.26	-.03	-.11	.07	.09	.15	.28	-.16
42	.08	.05	-.12	.09	.00	.08	.07	.43
45	.48	.11	.07	.03	.04	-.02	-.10	.02
Gp. 3	-.32	.11	-.04	.31	-.13	.38	-.11	.14
86-99%	-.63	.00	.11	-.11	.20	.00	-.01	-.01
86-99A	.42	-.30	-.15	-.08	-.33	.14	.03	-.01
101-102	-.29	-.55	-.09	.00	.10	.05	-.02	.03
105	.11	.04	.04	-.06	-.10	-.43	-.04	-.04
111	.04	.02	.01	.06	-.09	.66	.02	.06
113	-.15	.06	.00	.05	.10	.26	-.05	.16
114	.12	.36	.00	.09	-.12	-.01	.12	.02
119-124	.21	.47	.00	.07	.03	.10	-.07	.03
128	.09	.39	-.03	.03	.10	.19	.04	.00
135	.35	.15	-.04	.10	.01	-.16	.03	-.01
161	.37	-.06	.02	.14	-.01	-.05	.08	.11
183	.20	-.54	-.04	.18	-.03	.02	-.01	-.03

*Using unities in the diagonal.
**Loadings equal to or greater than .30 in absolute value are underlined.

Table C-1 continued

Promax Correlations With Reference Factors*

Item	1	2	3	4	5	6	7	8
188	-.01	.08	-.09	.01	.13	-.66**	.02	.02
195	.33**	-.08	.22	-.10	.21	.14	-.01	.00
199-204	.27	-.01	.23	-.11	.22	.11	-.01	.08
Gp. 10	.39	.22	.13	.05	.06	-.01	.00	.11
279	-.19	-.01	-.20	.07	-.09	-.22	-.05	-.09
Gp. 13	-.06	-.05	-.58	.00	-.03	-.11	-.05	.26
293-95	.12	.07	.29	.28	-.14	-.08	.08	.02
299	-.04	-.16	.49	.29	-.07	-.12	.07	.15
300	-.08	-.20	.48	.22	-.11	-.11	.06	.19
288	-.06	-.09	-.27	-.03	.07	-.09	-.02	.34
Gp. 12	.04	.04	-.05	.12	.71	-.06	.03	-.06
AA	.03	-.18	.13	-.19	.37	.09	.00	.11
255-57	-.06	.05	-.10	.08	.61	.00	-.02	-.04
272-74	.19	-.08	-.07	.20	.54	-.17	.02	-.03
60	.13	.20	.04	.28	.05	.03	-.13	-.16
70	.32	.05	.05	.32	-.03	-.07	-.05	-.07
106-7	.04	.10	.01	.16	-.08	.25	.11	.10
MATN	.09	-.17	-.01	.28	-.02	.05	-.50	-.02
289	-.11	.15	.51	-.06	-.08	.01	-.01	-.23
290	.05	.02	.57	.04	-.02	.04	-.01	-.20
38	.28	.06	-.12	-.02	.14	.11	.05	.44
41	.11	.22	-.05	-.03	-.16	.05	.00	.37
44	.48	.02	.05	.08	.04	-.05	-.10	-.01
217	.35	.14	-.12	.04	.05	-.10	.08	.27
SDK	.16	-.19	-.03	-.53	-.12	-.11	.06	-.15
D.H.	.16	-.09	-.09	.19	.08	.08	.43	-.17

*Using unities in the diagonal.
**Loadings equal to or greater than .30 in absolute value are underlined.

Table C-2

Intercorrelations Among Promax Primary Factors

for Eight-Factor Solution

	1	2	3	4	5	6	7	8
1	--	.06	.34	-.13	.31	.15	-.25	.11
2	.06	--	.12	.28	.17	.13	-.18	.12
3	.34	.12	--	.06	.31	.01	-.23	.44
4	-.13	.28	.06	--	.05	-.03	.08	.16
5	.31	.17	.31	.05	--	.21	-.19	.26
6	.15	.13	.01	-.03	.21	--	-.07	-.03
7	-.25	-.18	-.23	.08	-.19	-.07	--	-.22
8	.11	.12	.44	.16	.26	-.03	-.22	--

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